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ABSTRACT

This report describes development of an exercise designed to improve intercultural communication skills. The exercise is intended for use in instructional programs that prepare Americans for work in a foreign cultural environment. When persons of differing cultural backgrounds attempt to communicate with each other, each makes unwarranted, culturally conditioned assumptions about the other person. This makes communication difficult. An exercise was designed to reduce this effect through increased cultural self-awareness. Participants analyze videotapes of staged "excerpts" from intercultural dialogs that contain subtle manifestations of cultural influences that are present in American society. The participants learn how to recognize such manifestations. To facilitate this difficult process, the excerpts are grouped into sequences with each sequence showing several manifestations of the same cultural influence while noncultural influences are varied from excerpt to excerpt. In each sequence, the cultural influence is a common element that is gradually brought into focus. Scripts for 138 excerpts, grouped into 21 sequences, are presented in an appendix. (Author/ND)

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# Development of a Cultural Self-Awareness Approach to Instruction in Intercultural Communication

Alfred J. Kraemer

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# FOREWORD

This report describes work done for the Department of the Army by the Human Resources Research Organization in development of an exercise designed to improve intercultural communication skills. The exercise is intended primarily for use in programs of instruction that prepare Americans for work in a foreign cultural environment. A handbook describing the instructional materials and procedures is in preparation.

This work was carried out as part of Work Unit COPE, Development of a Method for Training Military Personnel for Interaction With Foreign Nationals, by HumRRO Division No. 7 (Social Science) in Alexandria, Virginia. Dr. Arthur J. Hoehn was the Director of the Division during the research period; Dr. Robert G. Smith, Jr. is the present Director. Dr. Alfred J. Kraemer is the Work Unit Leader. Mr. John D. Harris collaborated in the script writing for the video recordings used in the exercise, and assisted in several other aspects of the work. Among the actors who appear in the recordings, special mention should be made of Mr. Cajetan D'Mello whose performance added considerably to the quality of the production.

Over 375 individuals in the military, the Foreign Service, and other organizations contributed to the development of the exercise. About 80 served as subjects during preliminary research, and the others were participants in the many sessions of the HumRRO Workshop in Intercultural Communication during which various aspects of the exercise were tested and refined.

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Meredith P. Crawford
President
Human Resources Research Organization

# SUMMARY


## PROBLEM

Much of the international work in which Americans are involved requires them to interact, on a fairly regular basis, with host nationals overseas or with foreign officials and visitors in the United States. Examples of such work are the jobs performed overseas by most technical advisors, Foreign Service personnel, teachers, and community development workers, or in the United States by advisors to foreign students. One requirement that is common to most of these activities is that the Americans be able to communicate with persons who have grown up in a cultural environment differing considerably from that prevailing in the United States.

Numerous programs aimed at preparing Americans for difficulties in intercultural communication are in existence. This report describes the development of an exercise that is directed toward improving the effectiveness of such programs, and that could readily be incorporated into them.

## APPROACH

When persons attempt to communicate with each other, each makes certain assumptions—usually implicitly—about the thinking of the other. Ease of communication between them is partially determined by the extent to which these assumptions are correct. When their cultural backgrounds differ, unwarranted assumptions that are the result of cultural conditioning become a major source of difficulty in the communication process.

An effective way of preparing Americans for such difficulties is to increase their cultural self-awareness, that is, their ability to recognize cultural influences in their own thinking. This should reduce their tendency to make unwarranted, culturally conditioned assumptions, and should help them identify such assumptions as sources of misunderstandings that have already occurred. The exercise that was developed was designed to increase this ability.

## DEVELOPMENT OF THE EXERCISE

Cultural self-awareness is difficult to develop, particularly in persons who have not previously recognized that they are influenced by cultural factors in ways over which they have little control, and of which they are only dimly aware. The main difficulty is created by the fact that these influences are not manifest apart from other influences, such as age, education, occupation, or the constraints of the situation. The technique used in the exercise requires participants to learn how to discover manifestations of cultural influences in spite of this difficulty.

Participants analyze video recordings of staged segments of conversations occurring overseas between an American and a host national, played by actors. These conversations take place in an imaginary country in the context of work situations involving military officers, Foreign Service and Peace Corps personnel, and a businessman. The segments appear to be excerpts from recordings of ongoing conversations, but actually only these excerpts were written and produced. Each shows at least one manifestation of a cultural influence in what the American is saying, or in the way it is said.

The excerpts are grouped into sequences, with each sequence showing several different manifestations of a given cultural influence, while the other influences vary from excerpt to excerpt. Thus, in any one sequence a cultural influence is a common element that is gradually brought into focus. Among the cultural influences included in the exercise are egalitarianism, individualism, democracy, problem orientation, and competition. A total of 138 excerpts, grouped into 21 sequences, were produced.

Participants in the exercise view one excerpt at a time. After each one, they try to form a tentative hypothesis—in writing—as to the cultural influence (or influences) reflected in what the American is saying. They then discuss their hypotheses. Their task is to learn how to discover the common cultural element in each sequence. The instructor's function is to facilitate the learning process. The exercise includes a feature that allows the instructor to adjust its level of difficulty—within limits—to the level of sophistication of the participants.

The workshop lasts about two days (14-16 hours). The training of instructors takes about three days, assuming they have a social science background and intercultural experience, and know how to conduct small-group instruction.

## EVALUATION

At successive stages during the production of the video recordings, portions of the recorded material were used in small-group settings with about 300 military officers, Foreign Service personnel, and businessmen. This was done to (a) determine the feasibility of the approach, (b) discover flaws in the excerpts that had to be corrected, (c) develop the instructional procedure, (d) determine the appropriate level of difficulty, and (e) experiment with various techniques of overcoming resistance to the learning experience.

The following observations were made during the trial administrations of the exercise:

(1) Although the video recordings show staged performances, they were found to have a high degree of plausibility among the various groups to whom they were shown.

(2) The administration of the exercise was considerably easier with groups whose members were similar in their existing level of cultural self-awareness. A great disparity makes it difficult to find an appropriate level of difficulty for the group.

(3) Participants must be emotionally suited for overseas assignments, and must have certain minimum levels of intellectual ability and social science education in order to benefit from the exercise. Otherwise it is too difficult for them, even in its easiest version.

(4) Some resistance to the learning experience created by the exercise is not uncommon. Participants may react negatively because the exercise is not so easy for them as they had expected. Others may refuse to accept the fact that they are subject to influences over which they have little control.

Does the learning experience actually increase the learner's cultural self-awareness? This question could not readily be answered because no instrument for measuring cultural self-awareness was in existence. Consequently, a test was developed that could easily be administered to groups who had gone through the experience. Its development and the results of the formal evaluation of the exercise will be described in an instructor's handbook.

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# Development of a Cultural Self-Awareness Approach to Instruction in Intercultural Communication

## BACKGROUND

Much of the international work in which Americans are involved requires interaction on a fairly regular basis with host nationals overseas, or with foreign officials and visitors in the United States. The kinds of jobs performed overseas by most technical advisors, Foreign Service personnel, teachers, and community development workers, or in the United States by advisors to foreign students, are examples of such work. Most of these activities have a requirement in common: The American needs to be able to communicate with people who have grown up in a cultural environment that is very different from that predominant in the United States.

Much has been written about the fact that cultural differences between people make it more difficult for them to communicate with each other.[1] There are numerous programs aimed at preparing Americans to deal with this difficulty. The work described in this report was an effort to develop an exercise that would improve the effectiveness of such programs, and that could readily be incorporated into them.

## WORKING HYPOTHESES

When persons attempt to communicate with each other, each makes certain assumptions about the cognitions—the thoughts and thought processes—of the other. They may make these assumptions knowingly or, more frequently, without being aware of making them. Ease of communication between people is partially determined by the extent to which these assumptions are correct. When false assumptions about each other interfere with communication, people may perceive it immediately or may discover it later; often they never become aware of it.

Probably the most common assumptions that persons in an encounter make about each other's cognitions are assumptions involving *projected cognitive similarity*—when they assume that the other person's cognitions are similar to what their own would be if they were in the other's place. Since cognitions are based largely on experience, the validity of assumptions of this type—and consequently ease of communication—should depend largely on the degree to which the persons' experiences are similar.

Notice the ease with which identical twins communicate with each other, and the difficulties in communication experienced by persons who differ considerably in some important aspects of their experience, such as age, income, level of education, or the type of geographical environment to which they have become accustomed. These kinds of differences, however, are often minimal in encounters between Americans and persons of other nationalities. It would be a rare occurrence to have an old Thai peasant and a young Wall Street banker trying to communicate with each other. More typical are encounters involving persons who are similar in age, education, and occupation, and who differ primarily in their cultural background. In such cases, cultural differences can be expected to assume a much greater importance than the other factors in contributing to false assumptions involving projected cognitive similarity.

As Hartley and Hartley (2) have noted, the effects of cultural conditioning are sometimes so pervasive that people whose experience has been limited to the norms of

[1] Brein and David (1) have reviewed much of this literature.

their own culture simply cannot understand a communication based on a different set of norms. To this should be added that they also cannot understand why a "self-evident" communication from them cannot be comprehended by others.

## AN ILLUSTRATION

The following example will illustrate the ideas presented so far. It is an excerpt from the diary kept by a young American computer engineer while he was the captain of the United States ping-pong team during its visit to China in 1971. He wrote:

> "I seemed to have some kind of a communications gap with many of the Chinese I met. I had a number of talks, for example, with our interpreter, but we sometimes had difficulty getting through to each other. He spoke excellent English, and I used very simple words, but he often apologized and said I should get a better interpreter because 'I just don't understand what you are saying.' I used words like 'individual' and 'unique'. They are words he knows, but he couldn't relate them to the idea of doing what you want to do. 'Do what I want to do?' one puzzled Chinese asked me. He looked terribly confused, as if to say: 'How do you do that?' I guess in China you have to do what the chairman tells you to do and then everything is cool and happy."[2]

Several things should be noted about this encounter. The two people involved were of the same sex and similar in age and level of education. The Chinese was a 26-year old university graduate and, being an interpreter, probably spoke English as well as almost any Chinese. It is not known what the exact question asked by the American was that prompted the question "Do what I want to do?" However, the American recalls that the exchange occurred during a discussion of vocational choice, and whether or not one should always follow a leader's orders.[3] Let us suppose that the American's question was something like "But what do *you* want to do?", asked by him after hearing the Chinese describe his vocational interests in terms of how he might best serve the state. Note that the American had a ready explanation for the puzzlement of the Chinese: "I guess in China you have to do what the chairman tells you to do and then everything is cool and happy." This explanation seems to downgrade the intellectual level of the interpreter, as well as that of the Chinese people in general. He is, in the eyes of the American, a lesser person for not asserting his own individuality.

The American's reaction suggests that he had no doubt that his question had the same meaning for the interpreter as it did for him. For how could anyone speaking English that well not understand such a simple question? However, the apparently simple question "But what do *you* want to do?" implies certain assumptions by the American about the cognitions of the Chinese interpreter, namely, that the latter understood and valued the idea of individual choice—assumptions likely to be unwarranted because individualism, as known in American society, is neither well understood nor valued among the Chinese.[4]

What should the American have done, once he had asked the question and observed the puzzlement of the Chinese? At the very least, he should have suspended judgment.

[2] Newsweek, April 26, 1971. Quoted by permission.

[3] Personal communication from Mr. Jack Howard, the American in the encounter.

[4] This example was shown to about 150 Americans with some international experience. Many thought that the Chinese understood the American only too well, and that he pretended to be puzzled because it was politically unsafe for him to speak his mind. Others, also feeling certain that the Chinese understood the American's question, interpreted his puzzlement to mean "How could anyone possibly do what he wants to do under present conditions?"

And had he recognized, upon reflection, the implicit assumptions he had made, a suspension of judgment on his part would have been more likely. Probably no harm resulted from the failure in communication illustrated in this example. The American returned home after a few days. But had this been the beginning of a tour of duty for him, during which he would have met regularly with this Chinese, the early disparagement of the latter could have adversely affected future encounters between the two.

## THE NEED FOR CULTURAL SELF-AWARENESS

Difficulties in intercultural communication caused by implicit culturally conditioned assumptions are generally recognized by designers of so-called "area training" programs. Such programs are intended to prepare Americans for overseas assignments requiring interaction with host nationals. But the usual approach to such training is ethnocentric and too abstract—ethnocentric because the focus is on the "foreign" culture and *its* "peculiar" characteristics, and too abstract because the culture is usually described at the anthropological or sociological level, rather than at the level of the individual. The students may learn what the values of a society are, but not be able to recognize their influence when they encounter the specific cognitions and behaviors of a host national.

The same may be said about approaches based on the idea that knowledge of one's own culture should make it easier to interact with people of another culture. Here again, one may know one's own culture in terms of abstractions and generalities, but not recognize their manifestations in one's cognitions and behavior. As Riesman has so aptly noted from his observations of Peace Corps Volunteers, "their real culture shock came at the discovery of how 'American' they were" in spite of their professed rejection of certain American values (3, p. 39).

Out of the foregoing considerations evolved the conviction that people's effectiveness in intercultural communication could be improved by increasing their cultural self-awareness, that is, their ability to recognize cultural influences in their own cognitions. This should have several beneficial results. Most importantly, it should enhance people's skill in *diagnosing difficulties* in intercultural communication.

If people were to come away from an intercultural encounter with a feeling that communication was poor, they would be able to examine the conversation from the point of view of discovering what cultural elements in their own cognitions led them to make false assumptions about the cognitions of the other person. Ordinarily one's reaction to not being able to communicate what seems to be a self-evident idea is to speculate on what shortcomings of the other person might explain the unexpected difficulty. This may be useful in one's own culture where false assumptions about another person's cognitions are more likely to have a psychological basis. In an intercultural situation, however, a search for psychological explanations can have unfortunate results—unless one is an expert on the host culture. The nonexpert is likely to come up with explanations that are not only not valid, but that falsely attribute deficiencies in character or intellect to the other person.

At the very least, an increase in cultural self-awareness should make it easier for people to suspend judgment when they are confronted, in another society, by behavior that appears odd. It should make them more ready to suspect that the appearance of oddness may be caused by the cultural influences in their own cognitions.

Some intercultural encounters are isolated occurrences, such as a meeting between a good-will hostess and a foreign visitor arriving at an airport. But the important ones are usually part of more or less continuing relationships which often last as long as the overseas tour of duty by the American, or the U.S. tour of a foreign national. Under

such circumstances suspension of judgment and subsequent diagnosis are very useful, because the next meeting offers an opportunity to attempt to correct previous misunderstandings.

Another beneficial result should be greater awareness of one's ignorance of the other culture, and a corresponding increase in motivation to learn more about it. For example, as long as one assumes that a particular thought pattern is universal (under given circumstances), one has no reason to look for a cultural variation. Recognition of its cultural aspects should result in awareness that it may not be shared to the same extent in the other culture, and should arouse curiosity as to the nature of its variation there. But learning to recognize subtle manifestations of this variation among host nationals is something difficult to accomplish in stateside training—particularly if there are no nationals from the eventual host country in the program. The ideal place for learning about the host culture is *in* the host country. However, predeparture training of the kind to be described can be an effective preparation for in-country learning.

Take, for example, the way Americans with occupations tend to think of themselves and of other persons. It manifests itself in a question such as "What kind of work do you do?" that one American might ask another just after they have been introduced at a social gathering. That question is a manifestation of the idea that people are primarily known by their work and their achievements—an idea not equally common in other cultures.

Having discovered in training how their way of thinking and talking about themselves is culturally influenced, Americans abroad would be more likely to pay close attention to the way host nationals think and talk about themselves. They might listen carefully to an exchange between host nationals who have just met for the first time. What might otherwise have been thought of as an insignificant event is now recognized as an opportunity to learn. Thus, apart from its contribution to effectiveness in communication, the ability to recognize cultural aspects of one's own cognitions can serve as a stimulus and as a conceptual tool for learning the host culture.

## DEVELOPMENT OF THE EXERCISE

### PRELIMINARY RESEARCH

To explore various approaches to increasing cultural self-awareness, video recordings were made of simulated intercultural encounters. These were role-playing encounters in which an American and a foreign actor pretended to meet in the context of a work situation in an imaginary foreign country. The actor had been trained to play the role of a host national in such a way as to reflect cultural influences that were in plausible contrast to certain influences prevailing in American society.[5] (The design of the encounters was a new version of an earlier model described by Stewart, Danielian, and Foster, 8, which did not allow for universal values and, therefore, contained sharper but less plausible cultural contrasts.)

About 80 persons, including military officers, Foreign Service personnel, college students, and businessmen, participated in this research. The work situations were such that the participants could readily imagine actually being in them.

During playbacks of the recordings most role-players could recognize only the very obvious manifestations of cultural influences in themselves, in spite of the clues provided

[5] Descriptions of these influences can be found in the writings of DuBois (4), Fuchs (5), and Williams (6), and in the collection of writings edited by McGiffert (7).

by the behavior of the actor. When their attention was drawn to less obvious manifestations by asking them to explain a given thought pattern, or a particular way of expressing the thought, the reasons given were almost invariably in terms of what they perceived to be the constraints of the situation (the imaginary one, as well as the role-playing situation), or in terms of their individual uniqueness ("I guess that's just the way I am, that's *me*").

The recordings were also shown to persons who were interested in the research, including psychologists, and others concerned with improving training for overseas assignments. With rare exceptions, their ability to recognize cultural influences in the Americans' behavior did not seem much greater. Again the focus was mostly on the individual characteristics of the role player and on assumed situational constraints. As French has noted, "in certain contexts, all behavioral scientists know that we too 'have a culture.' Far less frequently is this culture made part of explanations of our own behavior. It is a function of the culture bondage we all share that we 'forget' our own culture, even after having become intellectually convinced of its existence." (9, p. 420).

The difficulty in recognizing the influences of one's own culture does not seem to be caused mainly by lack of knowledge that there are certain cultural influences in American society. (Reading a book on American culture would not help much.) Instead, the difficulty appears to result primarily from the fact that these influences manifest themselves only in combination with other influences, such as education, age, occupation, role, group membership, or situational constraints. In addition, most people rarely have any need or opportunity to learn to recognize the influences of their own culture, while learning to recognize the other influences is part of the socialization process.[6]

The observations made during the preliminary research led to certain conclusions concerning the design of a learning experience that would develop one's cultural self-awareness. First, it should be an experience in which one is confronted by behavior that could easily be one's own.[7] Second, the experience should be structured in such a way that one would learn to perceive cultural influences in spite of the presence of other influences. Third, it should involve the learners actively in the learning process; they should actually be practicing the analytic behavior required for the recognition of cultural influences.

## SMALL-GROUP EXERCISE

These considerations led to the design of a small-group exercise in which participants are shown video recordings of staged segments of conversations between an American and a host national in an imaginary "non-Western" country. The roles are played by actors, and the dialogue follows a script. The segments appear to be excerpts from recordings of spontaneous conversations, but only these excerpts were written and produced. Each shows at least one manifestation of a cultural influence in what the American is saying, or in the way it is said. The excerpts are grouped into sequences, with each sequence showing several different manifestations of a given cultural influence, while the other influences vary from excerpt to excerpt. Thus, in any one sequence, a particular cultural influence is a common element that is gradually brought into focus. Participants in the exercise view

[6] In behavioristic terms, learning to "recognize the influences of their own culture" refers to learning discriminative verbal responses to certain characteristics of Americans (including oneself). In the language of attribution theory, it refers to a change in one's perception of the causality attributed to these characteristics.

[7] Ideally, one should be confronted by one's own behavior. However, a technique that would accomplish this would be too expensive for most training programs.

one excerpt at a time. After each one they try to form a tentative hypothesis—in writing—as to the cultural influence (or influences) reflected in what the American is saying. They then discuss their hypotheses. Their task is to learn how to discover the common cultural element in each sequence. The instructor's function is to facilitate the learning process.[8]

## SELECTION OF CULTURAL INFLUENCES

No research could be conducted to determine empirically what aspects of American culture should be included in the exercise—that would have required an additional major project—and no previous research suggested which aspects should be selected. For these reasons the selection was a matter of judgment, resulting in the following decisions:

(1) Well-known pervasive cultural values (e.g., individualism, egalitarianism, and universalism) were included.

(2) Certain cultural influences that seemed less likely to arise in the course of official duty overseas (e.g., those related to courtship, marriage, and sexual relations) were excluded.

(3) Certain elements that, although not generally recognized as cultural, are quite pervasive (e.g., aspects of decision-making processes) were included.

(4) Aspects usually referred to as "customs and habits" were omitted. (The fact that these are not universal is broadly recognized.)

It should be noted that it is not the purpose of the exercise to transmit knowledge of the existence of these aspects. In fact, it is assumed that participants who are not already aware of the existence of certain pervasive cultural elements in American society would benefit little from the exercise. It would be too difficult for them.[9] Nor is the purpose to transmit knowledge of the selected manifestations of these aspects. They are but a minute sample of the infinite possibilities. The purpose of the exercise is to develop the participant's ability to recognize a great variety of manifestations of these cultural influences, not just the few which appear in the excerpts.

The following aspects of American culture were selected:

Individualism—The belief that each person is a distinct entity and ought to assert and achieve independence from others.

Egalitarianism—The belief that all human beings are equal in their intrinsic worth.

Action orientation.

Perception of interpersonal encounters primarily in terms of their immediate utility, and downgrading of the social significance of such encounters.

Universalism—The value attached to being guided in one's actions in a given situation primarily by an obligation to society (i.e., by general standards of conduct—laws, regulations, rules, established procedures, etc.).

[8] A detailed description of the procedure to be followed during the exercise will be contained in an instructor's handbook which is in preparation.

[9] Unfortunately, they are unlikely to recognize this fact because the subject matter of the conversation in the excerpts is deceptively simple, and therefore readily understandable to them.

Definition of persons (including oneself) in terms of their work and achievements.

The belief that the collective wisdom of the group is superior to that of any individual.

The idea that the process of decision making requires evaluation of the consequences of alternative courses of action, and selection of the one that, on balance, seems most advantageous.

The belief that competition is a good way of motivating people.

The idea that there is usually a best way of doing something, which should be determined and then followed.

The belief that knowledge gained through observation is superior to knowledge gained in other ways.

Unnecessary quantification—The tendency to quantify aspects of experience that require no quantification.

Placing a higher value on utilitarian aspects of experience than on aesthetic ones.

Problem orientation—The tendency to perceive "problems" in the world, and in one's existence in it, and to look for "solutions."

The belief that thoughts cannot directly influence events.

Reasoning in terms of probability.

Impatience—The tendency to be annoyed by the pace of activities, if it is slow by one's own standards.

The tendency to make comparative judgments.

The willingness to offer one's services for the benefit of "the common good."

The belief in the existence of a behavior pattern called "self-help."

The use of absurd suppositions to communicate ideas or to elicit ideas from other persons.

Participants are not given the contents of the list.[10] For them the task is somewhat like learning how to solve crossword puzzles. Knowing the contents of the list, and their order in the exercise, would make the experience of viewing the recordings like that of looking at puzzles that have already been solved.

[10]The order in which these aspects are listed is not the order in which they are shown in the exercise. The order was changed so that readers who might view the recordings could still have at least some of the experience they would have as participants in the exercise.

Of course participants need not use the same labeling or phrasing that appears in the list. Their own way of describing a cultural influence is sufficient—perhaps better. Some will have difficulty in expressing their discovery of a cultural influence in any kind of coherent statement.

No attempt was made to select mutually exclusive cultural aspects of American society. To do so would have resulted in a very short list of aspects at a very high level of abstraction, such as the five value orientations described by Kluckhohn and Strodbeck (10). An effort was made to select aspects across a wide range of level of abstraction. As a result, while the term "manifestation" has been used to refer to a particular way in which an aspect might manifest itself (as shown in an excerpt), some of the aspects may themselves be thought of as manifestations of a higher order aspect, that is, one that is conceptualized at a higher level of abstraction.

The selection of the listed aspects of American culture for the exercise does not, of course, imply that they are present only in American society, or that they influence all Americans to the same degree. It is assumed, however, that their variability within American society is smaller than their variability among the nations of the world.[11]

Empirical evidence for this assumption is not available for each aspect on the list. Research that would support or refute it has not been conducted in each case. However, the author takes the view that the burden of proof is on those who assert that a given aspect is universal. In the absence of empirical evidence, and when no logical argument can be made for universality, the assumption of cultural variation seems to be the better working hypothesis. For persons participating in the exercise the question of proof is not relevant. Much greater difficulties in communication can be expected to result from false assumptions of universality than from false assumptions of cultural variation. Since there is variation *within* American society, if some participants *feel* that a particular cultural aspect shown in the exercise is not reflected in their own cognitions, they can simply follow the dictum "If the shoe doesn't fit, don't wear it!"

## CONSTRUCTION OF DIALOGUE EXCERPTS

The following requirements were established as guidelines for the writing of the excerpts:

(1) The excerpts should give the impression of having been taken from ongoing conversations.

(2) These conversations should involve Americans of various occupations who are working overseas. (The military, the Foreign Service, the Peace Corps, and the oil business were selected. A description of the work situations is given in Appendix A.)

(3) The dialogue in each excerpt should make sense to the audience without connecting narrative.

(4) The dialogue should be plausible.

(5) The utterances of the host national should provide clues (i.e., indications of contrasting cultural influences) that would help the participant discover cultural influences in the Americans' cognitions. (The requirement for plausibility prevented this from being done in all cases.)

(6) There should be a clue-providing utterance by the host national at or near the end of the excerpt. This would make it possible to vary the level of difficulty of the exercise by either including or excluding these utterances. (Again, the requirement for plausibility prevented this from being done in all cases.)

[11] The statistical definition of "cultural influence" implied by this statement was found to be more readily comprehensible to participants in the exercise than various anthropological definitions of culture.

(7) There should be a sufficient amount of noncultural content in each excerpt to serve as a distracting element, as would often be the case in real-life dialogue.

(8) In each sequence of excerpts, the behavior of the Americans should show a variety of manifestations of the same cultural influence.

It did not seem desirable, and it would in fact have been very difficult, to have each excerpt contain a manifestation of only one cultural influence. To attempt to do so would have caused each excerpt to be so brief that, in most cases, the dialogue would not have made sense without introductory narrative. The reason for this difficulty is that a single cognition often contains more than one cultural element.[12] Consequently, some excerpts could have been placed in a sequence other than the one in which they appear.

The following excerpt illustrates how the above requirements influenced its construction. The context is a conversation between a Lieutenant Colonel Konda, the Deputy Director of Instruction at the host-country military academy, and a Major Smith who serves as an advisor at the academy.

Smith: No, no thank you, sir. I think I'd better be getting back to my office.

Konda: Yes, this has been a good meeting, Major Smith.

Smith: Yes, sir, it has. I think we've had a very good discussion. I understand your situation much better now. Your explanations were very helpful.

Konda: Yes, yes, a good meeting. We had a good talk, yes. We like your ideas, yes. You must visit again.

Smith: Well, sir, I'm always glad to be of some help. Perhaps we could get together when I receive the materials from West Point. I could bring them over and show them to you.•[13]

Konda: Ah, Major Smith, why wait for the materials?

The first two "lines"[14] tell the audience that the excerpt is taken from the final part of the conversation. The next two lines contain distracting elements. Smith's last line reflects a cultural influence that is common to all excerpts in the sequence, namely, the downgrading of the social significance of interpersonal encounters. The key sentence is "Perhaps we could get together when I receive the materials from West Point." It reflects Smith's idea of making his next encounter with Konda contingent upon the existence of a work-related reason for getting together, and implies that he sees little value in meeting without such a reason. Konda's last line provides a clue without which the discovery of the cultural influence becomes much more difficult. If this excerpt is shown first in the sequence, viewers can, of course, form only a tentative hypothesis as to the common cultural influence that they will be trying to discover in the sequence.

The following is another example from the same sequence. The context is a conversation between a Mr. Konda, who is in charge of the provincial office of the Ministry of Education, and a Mr. Smith, an American oil company executive, who will be in charge of the training center at a new refinery being constructed by the company near the provincial capital. Smith is concerned about getting applicants for the training program who have a minimum level of education. He meets with Konda to discuss this.

Konda: Yes. Next time you come, we can do that.

Smith: Well, this has been a very useful meeting.

Konda: Yes, yes, we are happy that you could be with us. And now, before you go, Mr. Smith, you must meet the other men in my department. They

[12] A similar difficulty was experienced by Kluckhohn and Strodbeck (10) in the construction of items for their value orientation schedule.

[13] The dot indicates where the playing of the dialogue would be stopped to increase the difficulty of the excerpt.

[14] "Line" refers to everything said by one actor without interruption.

know about your oil company, building this new refinery, yes, yes. I will go with you and you will meet them.

Smith: Well, thank you. That's very kind of you. I hope it won't be too much trouble.•

Konda: Trouble?

Smith: I mean, I don't want to take up too much of your time.

Some of the excerpts are considerably more difficult than the above examples. A higher level of difficulty is illustrated in the following excerpt from another sequence. The sequence is relatively easy since the cultural influence is well known. The context is the same as that of the last example.

Smith: But we want to be sure that only the best qualified men get hired.

Konda: Yes, you must have good men, of course.

Smith: Yes, that's why we have to have the interviews and the tests.

Konda: I see. And how will you know which are the good men?

Smith: Well, we'll interview only those who do well on the tests, of course.•

Konda: I see. But how can a man do well in the test when you have not yet hired him?

A final example will illustrate what is probably the highest level of difficulty. Not only is the excerpt difficult, but it is part of a sequence which deals with a cultural influence that is not well known. The context is the same as that of the first example.

Smith: Yes, sir, very good. Colonel Konda, has the general reached a decision as to which of the possible new courses he will add for next year?

Konda: Yes, we will have that course you and I talked about last time.

Smith: I see. May I ask what determined the general's selection of that particular course?

Konda: As you know, we have a new instructor—Major Bakka. He is a good man, and he knows this subject. So this will be the new course.

Smith: But, sir, I believe you indicated that there were good instructors for the other courses that were being considered.•

Konda: Oh, yes, yes, certainly. But, as you know, we can have only one new course.

The video recordings contain 138 excerpts (Appendix A). Most of the 21 sequences contain seven excerpts each. The average length of the excerpts is less than a minute. The difficulty of the exercise may be increased not only by omitting clue lines, but also by omitting the easiest excerpts in each sequence.

## TRIAL ADMINISTRATIONS OF THE EXERCISE

At successive stages during the development of the exercise, portions of the recorded material were used in small-group settings with about 300 military officers, Foreign Service personnel, and businessmen. This was done to (a) determine the feasibility of the approach, (b) discover flaws in the excerpts that had to be corrected, (c) develop the instructional procedure, (d) determine the appropriate level of difficulty, and (e) experiment with various techniques of overcoming resistance to the learning experience. The following is a summary of what was learned during these trials.

Plausibility. In spite of the fact that the video recordings show staged performances, most viewers perceived the dialogue as natural and spontaneous rather than theatrical. Some of the groups were not told until after the exercise that the performances had been staged. Instead they were led to believe they would see excerpts from spontaneous conversations that had occurred during role-playing encounters. At the completion of the exercise, almost all the participants in these groups thought what they had seen was

unrehearsed. Only a few were not sure. This is important because participants are more likely to accept the performances as plausible if they do not seem staged—even when they know that they are.

Group Homogeneity. An important requirement for the conduct of the exercise is that the participants' existing level of cultural self-awareness be similar. A great disparity makes it impossible to find an appropriate level of difficulty for the group. Participants for whom the level is too low have too little opportunity to learn, others for whom it is too high may get frustrated and aggressive. Unfortunately, cultural self-awareness does not seem to be related to the criteria according to which persons are grouped together in programs of instruction for Americans going overseas. It thus becomes necessary to make up new groups to conduct the exercise successfully. The cultural self-awareness test developed to evaluate the effectiveness of the exercise could be used for this purpose.

Prerequisites. The exercise is intended for use with persons who are emotionally suited for intercultural assignments, and who have certain minimum levels of intellectual ability and social science education. Just what these minimum levels are remains to be determined. Unlike students who have mistakenly entered a calculus class when they should be in a beginning algebra course, participants in the exercise may not realize for some time that they are out of place. This can happen because the dialogue in the excerpts is readily understandable to everyone who might be a participant.

Resistance to the Learning Experience. Negative reactions by at least one member of the group, usually in the form of irrelevant criticisms, are not uncommon. There may be participants who consider themselves quite sensitive to cultural differences but who, contrary to their expectation, find the exercise more difficult than most other persons in the group. This uncomfortable experience can result in disruptive behavior on their part. They may vehemently question the plausibility of the manifest content of some excerpts, or they may insist that the common cultural aspect of the Americans' behavior in a given sequence is universal. Some participants may react negatively because they cannot accept the fact that their own ideas and behavior are subject to influences over which they have no control. That reaction itself is undoubtedly determined, at least in part, by cultural influences.

Duration. The exercise, when properly conducted, lasts about two days. Usually only four or five excerpts per sequence should be used. The preparation of a group of instructors for conducting the exercise takes about three days, assuming they have a social science background and intercultural experience, and know how to conduct small-group instruction.

Does participation in the exercise actually increase one's cultural self-awareness? This question could not readily be answered because no instrument for measuring cultural self-awareness was in existence. Consequently, a test was developed which could easily be administered to groups who had gone through the experience. Its development and the results of the evaluation of the exercise will be described in an instructor's handbook.

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# AND
# APPENDIX

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## Appendix A

# SCRIPTS FOR INTERCULTURAL DIALOGUES

by

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## INTRODUCTION

This appendix contains the scripts written for the production of the videotapes used in the exercise described in the report. The segments of dialogue ("excerpts") appear to be taken from conversations involving seven Americans working in an imaginary foreign country. Each is interacting with a host national during encounters occurring in the context of a work situation. A description of these situations follows.

Situation One. Major Smith, an officer in the United States Army, has been assigned as an advisor at the host-country military academy. He is to provide assistance to the academy in matters pertaining to the improvement of instruction. He has to accomplish this primarily through interaction with the Deputy Director of Instruction, Lieutenant Colonel Konda. At various times during his tour of duty he meets with Colonel Konda in the latter's office. (The excerpts are from the conversations taking place during some of these meetings.)

Situation Two. Mr. Smith, an American oil company executive, has been chosen to be the first Director of Training at a new refinery being constructed by the company near one of the provincial capitals of the host country. A training center is being built nearby to implement the company's policy of training local people for jobs at new refineries. Mr. Smith will be responsible for the operation of the center. He is visiting the provincial capital several months before the center's completion in order to make plans and preparations for recruiting people for the training program. One of his concerns is to make sure that prospective trainees have the required minimum level of education. He has two meetings with Mr. Konda, the man in charge of the provincial office of the Ministry of Education, to discuss the recruiting problem with him. (The excerpts are from the conversations taking place during these meetings.)

Situation Three. Mr. Smith, a Foreign Service Information Officer, has been assigned to the United States Embassy as Cultural Affairs Officer. One of his tasks is to develop cultural programs for university students that would enhance the image of the United States with that segment of the population. He has been on the job a few weeks. He has visited the chancellor of the local university who told him that he should work closely with Mr. Konda, the Dean for Student Life. Mr. Smith visits Mr. Konda on various occasions. (The excerpts are from the conversations taking place during Mr. Smith's first two meetings with Mr. Konda.)

Situation Four. Major Smith, an officer in the U.S. Army Corps of Engineers, has been assigned as an advisor to Major Khan, the Commander of a host-country engineer battalion stationed in a rural area. His mission is to advise Major Khan in the development of a civic action program for the battalion. During briefings he received upon arrival in the country, Major Smith was informed that the Ministry of Community Development had overall responsibility for civic action, and that the battalion's plans and activities would have to be coordinated with Mr. Konda, the man in charge of the district office of the ministry. On his way to the battalion's location, Major Smith met Mr. Konda briefly during a courtesy visit. He has now been on the job a few weeks. An occasion arises for him to visit the district seat, and at Major Khan's request, he visits Mr. Konda to inform him of the current status of the battalion's plans. (The excerpts are from the conversation taking place during that visit.)

Situation Five. Mr. Smith, a Peace Corps Volunteer, is a member of a contingent of Volunteers sent to the host country to work in community development. He and another

Volunteer were assigned to a village a few weeks ago. Mr. Smith was told that the Peace Corps could not furnish any equipment or supplies, and that he would have to obtain these through Mr. Konda, the man in charge of the district office of the Ministry of Community Development. During his initial trip from the capital to the village, Mr. Smith paid Mr. Konda a brief courtesy visit. He now visits him again to discuss various matters of concern to him. (The excerpts are from the conversation taking place during this visit, and from subsequent conversations.)

Situation Six. Miss Smith, a Peace Corps Volunteer, is a member of a contingent of Volunteers sent to the host country to work as teachers and teachers' aides. She and another Volunteer were assigned to a rural school a few weeks ago. She was told that the Peace Corps could not furnish any supplies, books, or equipment—that this was the responsibility of Mr. Konda, the man in charge of the district office of the Ministry of Education. During her initial trip from the capital to the town where the school is located, Miss Smith paid Mr. Konda a brief courtesy visit. She now visits him again to discuss various matters of concern to her. (The excerpts are from the conversation taking place during this visit, and from subsequent conversations.)

Situation Seven. This situation is the same as Situation Four, but it involves a different Major Smith.

The scripts as presented here are intended primarily for users of the video recordings. Therefore, the actual transcripts of the dialogues are presented, as spoken by the actors during the recording sessions. The actors were encouraged to impose their own speech idiosyncrasies on the original script.

The excerpts are grouped into 21 sequences. All but a few sequences have seven excerpts, each involving one of the seven Americans. (Sequence 11 has no excerpts 1-3, sequences 19 and 20 have no excerpt 4, and sequence 21 has no excerpts 3, 4, 5, and 7.) The order of the excerpts within each sequence follows the order in which the work situations were listed. Thus, each excerpt 1 involves the first Army major, each excerpt 2 the oil company executive, and so forth. Neither the order of the sequences nor that of the excerpts is related to any temporal order in which these segments of dialogue might occur in actual conversations.

Throughout this appendix a black dot (•) indicates where the playing of the dialogue would be stopped to increase the difficulty of the excerpt.

## SEQUENCE 1

### Excerpt 1

MAJOR SMITH: No, no thank you, sir. I think I'd better be getting back to my office.

LTCOL KONDA: Yes, this has been a good meeting, Major Smith.

MAJOR SMITH: Yes, sir, it has. I think we've had a very good discussion. I understand your situation much better now. Your explanations were very helpful.

LTCOL KONDA: Yes, yes, a good meeting. We had a good talk. yes. We like your ideas, yes. You must visit again.

MAJOR SMITH: Well, sir, I'm always glad to be of some help. Perhaps we could get together when I receive the materials from West Point. I could bring them over and show them to you.●

LTCOL KONDA: Ah, Major Smith, why wait for the materials?

### Excerpt 2

KONDA: Yes. Next time you come, we can do that.

SMITH: Well, this has been a very useful meeting.

KONDA: Yes, yes, we are happy that you could be with us. And now, before you go, Mr. Smith, you must meet the other men in my department. They know about your oil company, building this new refinery, yes, yes. I will go with you and you will meet them.

SMITH: Well, thank you. That's very kind of you. I hope it won't be too much trouble.●

KONDA: Trouble?

SMITH: I mean, I don't want to take up too much of your time.

### Excerpt 3

SMITH: . . . and he will be visiting this country.

KONDA: You say, the famous playwright, Mr. Arthur Miller, will be visiting our country?

SMITH: Yes, he's making a tour of several countries; and, if you would like to extend an invitation to Mr. Miller to visit the university, I'm sure that he would be delighted to accept. We might be able to get him to come for an afternoon and an evening at the university.

KONDA: Ah, it will be an honor for us, Mr. Smith, if he will be our guest.

SMITH: Well, I'm sure that Mr. Miller would be honored to visit the university. I was thinking that perhaps we could arrange some seminars with the students.

KONDA: Yes. Mr. Miller will be coming with his family?

SMITH: No, he'll be traveling alone. He should be here in about four weeks.

KONDA: Ah, he travels without his family.

SMITH: Yes. This is a rather short trip, and his family lives in New York, so . . . But I was hoping that we might be able to arrange something that would be of benefit to the students.

KONDA: Yes, it will be a great occasion to have the presence of such a famous man.

SMITH: Well, we, of course, delight in that too; but the mere presence of a famous person doesn't . . . Well, what I mean to say is, it seems to me that we should try to gain something from Mr. Miller's visit. Now if you think you would like to schedule some seminars for the students . . .

KONDA: Seminars? Yes, yes.

## SEQUENCE 1
*(Continued)*

### Excerpt 3
*(Continued)*

SMITH: Well, perhaps then I could get Mr. Miller's film *Death of a Salesman.*

KONDA: Yes.

SMITH: And then we could perhaps have a reception afterwards, and then maybe a discussion of some of his plays.●

KONDA: Yes, this will be an important day, yes. We must be certain that Mr. Miller is received with all the honor.

SMITH: Well, that's very nice.

KONDA: We will have a ceremony.

SMITH: Ah!

KONDA: Yes, yes. Of course, I must inform the chancellor. He will, no doubt, invite Mr. Miller to be his guest.

SMITH: Ah! Well, I'm certain Mr. Miller would be very honored at that. Unfortunately, he's only going to be here for that short time, as I said; and it does seem to me that we should try to utilize him as much as possible.

KONDA: How do you mean, "utilize"?

SMITH: Well, let me present my proposal. This is how I think he might be most useful.

### Excerpt 4

KONDA: How good that you could come today and be here with us.

MAJOR SMITH: Well, it's good to see you again, Mr. Konda.

KONDA: Yes. I'm happy that you have come to be with us. This is good, yes.

MAJOR SMITH: I was in the village anyway, and I came to town for a meeting. So it was convenient for me to stop by and discuss with you what we have been doing since my arrival here.

### Excerpt 4
*(Continued)*

KONDA: Yes, yes. Last time when you were here, such a short while.

MAJOR SMITH: Yes.

KONDA: But today, I am glad that you could come and stay, yes. And we can talk and come to know you.

MAJOR SMITH: Very good.

KONDA: Yes, yes. We will drink tea, yes, later on?

MAJOR SMITH: Oh, that would be fine.

KONDA: Major Khan, of course, has a good place for you to stay?

MAJOR SMITH: Oh yes. He has taken care of everything.

KONDA: Yes. We hope that you have a good stay in our country.

MAJOR SMITH: Thank you.

KONDA: Yes, yes. You feel good?

MAJOR SMITH: Oh yes, I do. I feel that the work that I've been assigned to do is very important and, well, I hope that we can work very closely on this together and accomplish much.

KONDA: Ah, your presence here, Major Smith, is very welcome. Yes.

MAJOR SMITH: Well, thank you very much for your hospitality. Well, I know I'll enjoy my work here. Now, Major Khan and I have visited most of the villages in the area to try and discover where the battalion can be of some help; and I'm hoping that we can discuss this at greater length sometime today.●

KONDA: Ah, yes, yes. Let us have some tea, Major Smith.

## SEQUENCE 1
*(Continued)*

### Excerpt 5

KONDA: Ah, Mr. Smith, yes, yes.

SMITH: Good morning, Mr. Konda.

KONDA: Yes. Come in, please, yes. Have this seat.

SMITH: Thank you.

KONDA: Yes. How good that you have come to be with us today, yes. We are happy to see you, Mr. Smith.

SMITH: Thank you.

KONDA You feel good?

SMITH: Oh yes, I'm fine. Doing quite well. How are you?

KONDA: Oh, I am quite well.

SMITH: Good.

KONDA: Yes, yes. Now you are here with us, and we can talk, and drink tea together.

SMITH: Yes. Fine. I have been meaning to come and visit you sooner than this, but I've been so busy getting settled in my house in the village.

KONDA: Yes, yes, of course, yes. You like your house, Mr. Smith?

SMITH: Oh yes. It's very nice. I'm getting used to it.

KONDA: No doubt there was a big welcome in the village for you.

SMITH: Yes, a big welcome. They were expecting me.

KONDA: Yes, yes, you are their guest. And when you are here, you are our guest.

SMITH: Thank you.

KONDA: Yes, yes. I hope that you will come today to our house to be with us, yes, and to know my family.

### Excerpt 5
*(Continued)*

SMITH: Oh, well, thank you very much. That would be wonderful. I really do appreciate your hospitality. I've come to see you, Mr. Konda, to find out what kinds of supplies I might be able to get from your office. You see, this would help me in my planning of various projects.

KONDA: Ah, yes, yes. Let us drink some tea, Mr. Smith.

SMITH: Fine.

KONDA: You drink tea?

SMITH: Yes, I will have some. Thank you.

KONDA: Yes, yes. Sugar?

SMITH: Yes, please.

KONDA: Yes. Sugar is good, yes. Here is tea for you.

SMITH: Thank you.

KONDA: Yes, we like our tea here, yes. You drink tea in your country also, I know.

SMITH: Well, yes, we do, but not as much as you do here.

KONDA: Yes, yes.

SMITH: This is very good tea.

KONDA: I am happy you like it, yes. We have plenty of tea here, yes. We can have more, later.

SMITH: Fine. Do you grow this tea here?

KONDA: Yes, this is our own tea.

SMITH: It's very good.

KONDA: Yes, yes.

SMITH: As I was saying earlier, it would be very helpful to me if I could find out what kinds of equipment and supplies I might be able to get through your office.

## SEQUENCE 1
*(Continued)*

### Excerpt 6

MISS SMITH: And it's good to see you again, Mr. Konda. How are you?

KONDA: As you see, I am well. And you, Miss Smith, you are well also?

MISS SMITH: Oh, I'm fine, thank you. And how is your family?

KONDA: Oh, our family is in good health. Yes.

MISS SMITH: That's good.

KONDA: Yes, they have asked about you, yes. And your visit today is a great pleasure, Miss Smith.

MISS SMITH: Thank you. I'm glad I could come.

KONDA: Yes, yes. It is such a nice day today.

MISS SMITH: Yes.

KONDA: Yes, a good day for you to visit, after the rain.

MISS SMITH: Yes, the sun has finally come up. It's drying up some of the roads.

KONDA: Yes, yes. This will be a good season.

MISS SMITH: I hope so.

KONDA: Yes.

MISS SMITH: It will make my work easier, I think.

KONDA: Yes. And your being here with us is good also, yes.

MISS SMITH: Thank you.

KONDA: Yes, yes, we can talk and come to know you.

MISS SMITH: That's what I was hoping for. I'd like to be able to talk to you about my work.

KONDA: That is good, yes. You like being in the village?●

### Excerpt 6
*(Continued)*

MISS SMITH: Oh yes. Oh, I like it very much. The other volunteer and I are very happy there. We have no complaints. The people are very friendly to us.

KONDA: Yes, of course. They are proud that you have come to their village to be with them. Now you are with us, yes. You must meet my wife and my daughter.

MISS SMITH: Oh, I'd love to meet them. Thank you.

KONDA: Yes, I will tell them that you are here, and you can be with them, and they will show you our house.

MISS SMITH: Oh, that's wonderful.

KONDA: Yes, yes. You will meet the family. But now, Miss Smith, we will have some tea. It will be ready soon.

MISS SMITH: I love your tea here. It's very good.

KONDA: Yes, we drink tea, and we can talk.

MISS SMITH: Yes, that's what I would like to do. To be able to come and talk to you and tell you about the work that I'm doing in the school.

KONDA: About your work?

MISS SMITH: Yes.

KONDA: Yes. The village teachers are happy that you are with them, yes. Perhaps you have been to their homes?

### Excerpt 7

KONDA: Ah, Major Smith, come in, come in.

MAJOR SMITH: Good morning, Mr. Konda, good morning.

KONDA: Come in, please. How nice of you to come and visit us. Please sit down, over here, yes.

## SEQUENCE 1
*(Continued)*

### Excerpt 7
*(Continued)*

MAJOR SMITH: Thank you. Thank you. How have you been?

KONDA: Oh, quite well, yes. We are happy that you could come again and be with us, yes. Last time when we met, you did not stay with us.

MAJOR SMITH: Well, I was passing through, on my way to the battalion.

KONDA: Yes.

MAJOR SMITH: Today I have more time, though. How is your family?

KONDA: Oh, we are in good health.

MAJOR SMITH: Good.

KONDA: Yes, yes. All my family is well, yes, yes. And you, Major Smith, you have rested well from your travels?

MAJOR SMITH: Yes, yes, I've had plenty of rest.

KONDA: Major Khan has a good house for you?

MAJOR SMITH: Yes, sir, I'm well taken care of.

KONDA: Ah, good. Today you will stay, and we can drink tea together, yes.

MAJOR SMITH: Fine, fine.

KONDA: You have traveled a long way today.

MAJOR SMITH: Yes, and I've seen quite a bit of your countryside. You know, it's beautiful.

### Excerpt 7
*(Continued)*

KONDA: Ah, we are happy that you like being here. Yes, yes. Have you seen our mountains?

MAJOR SMITH: No, not yet, not yet.

KONDA: Perhaps you and I should go, and I will show you our mountains, Major Smith.

MAJOR SMITH: Well, I hope to get to see them if I can get away from my work. As you know, I'm with Major Khan's battalion, and he asked me to stop and see you since I'd be in town, and explain some of the projects that we'll be working on.

KONDA: Ah, I see. Yes, yes, it is good that you are here with us, yes. We can talk and come to know you, yes, and drink tea.

MAJOR SMITH: Well, I hope, as we work together, that I'll get to know you better, Mr. Konda. I understand that your office coordinates the community development and military civic action in this area.●

KONDA: Ah, yes, Major Smith, yes. Let us drink tea.

MAJOR SMITH: Fine.

KONDA: Did you know, this tea, it grows in our province?

MAJOR SMITH: It does?

## SEQUENCE 2

### Excerpt 1

MAJOR SMITH: Yes, sir. My replacement will be here next week, Major Jackson. And I'd certainly like to bring him over so I could introduce him to you.

LTCOL KONDA: Ah, Major Jackson. You know Major Jackson?

MAJOR SMITH: Yes, sir, we served together several years ago in Germany.

LTCOL KONDA: Ah! He is a good man?

MAJOR SMITH: Oh, yes, sir, he is a very fine officer. He's a graduate of West Point, he's attended the Command and General Staff College, and his last assignment was at the Infantry School.

LTCOL KONDA: I see.

### Excerpt 2

KONDA: And, of course, you will be here with us for some time?

SMITH: Yes, I hope to be.

KONDA: Ah, good. Perhaps you can tell us now about yourself, as we drink tea, Mr. Smith.

SMITH: Thank you.

KONDA: You are from a big oil company, in America. This, of course, we know.

SMITH: Well, let's see. I can tell you that I've been with this firm about ten years in the United States. I have a chemical engineering education.

KONDA: Ah.

SMITH: I have some experience in sales work and some in plant work, and also some experience in personnel selection and training.

KONDA: Yes, yes.

### Excerpt 2
*(Continued)*

SMITH: I think some of these experiences, perhaps, will have immediate application here.

KONDA: Yes, yes, of course, you have experience, Mr. Smith. Yes, that is why you are here.

### Excerpt 3

KONDA: It is good that you are here with us, yes. We hardly know you, Mr. Smith.

SMITH: Well, I've been with the agency a number of years. I've served in Spain; and served in Venezuela; and I've served in the Congo, in Africa. Very interesting posts, and, as I said, I've only been here one month. There's just my wife and myself. So you might say, we travel light, you see.

KONDA: Yes, you have come here from far away, Mr. Smith, yes, and we hardly know you.

### Excerpt 4

KONDA: You like tea?

MAJOR SMITH: Yes. Thank you.

KONDA: Yes, tea is good.

MAJOR SMITH: That's good tea. It's very good.

KONDA: Ah, yes. Now you can tell us all about yourself.

MAJOR SMITH: All right. I went to school in Texas, at the University of Texas; and, of course, I'm an engineer; and, I spent my last year in Germany with an engineer battalion. And now I'm here as an advisor.

## SEQUENCE 2
*(Continued)*

### Excerpt 5

SMITH: . . . Very good tea, Mr. Konda.

KONDA: Yes, good tea helps conversation. Yes, Mr. Smith, you have come a long way, yes. Now that you are here with us, drinking tea, we can come to know you.

SMITH: Yes, and I do hope I'll get to know you better as well.

KONDA: Yes, we hardly know you, Mr. Smith. Mr. Smith, an American, in the Peace Corps. That is all we know.

SMITH: Well, let me tell you a little more about myself then.

KONDA: Yes.

SMITH: I was a college student before I joined the Peace Corps. I studied agriculture; and I also worked with a firm that makes agricultural equipment. I'm very interested in farming.

KONDA: Yes.

SMITH: I learned to raise cattle in school, and I also worked with other students trying to develop better feeds.●

KONDA: You must be the son of a rich landowner, Mr. Smith.

### Excerpt 6

KONDA: Yes, and we will come to know you, Miss Smith. All that we know so far is that you are Miss Smith, in Peace Corps Organization, from America, yes, and that you are a good teacher, yes. Perhaps you can tell us about yourself.

MISS SMITH: Oh, all right. Well, I live in Washington, D.C.

KONDA: Washington, yes, your capital city.

### Excerpt 6
*(Continued)*

MISS SMITH: And I went to elementary school there, and to high school, and then, while I was in high school, my father's work took him to England. So my whole family moved to England, and we lived there for two years.

KONDA: Yes.

MISS SMITH: And then I came back and I went to college, to Northwestern University, in Chicago.

KONDA: Ah, I see. Your father travels?

MISS SMITH: Sometimes he does.

KONDA: Yes.

MISS SMITH: And, while I was in college, I studied literature; and then, after that, I went to work for a newspaper for a while. And then I joined the Peace Corps as a teacher.

KONDA: Ah, you must like children, Miss Smith.

### Excerpt 7

KONDA: Yes. Last time when you came here, you were in a great hurry, Major Smith.

MAJOR SMITH: Well, I'm sorry, but I didn't have much time.

KONDA: Yes. Now that you are here with us, drinking tea, we can come to know you. You have hardly told us anything about yourself.

MAJOR SMITH: Well, I'm here basically to help Major Khan's Battalion, to help get some projects started. As far as my personal qualifications go, I've had several years experience as an engineer, and I also have a degree in engineering.●

KONDA: Yes, yes, you are an engineer, we know that.

## SEQUENCE 3

### Excerpt 1

MAJOR SMITH: And I am very glad that you and Mrs. Konda were able to accept our dinner invitation. My wife is very happy you can come.

LTCOL KONDA: Ah, it will be a great pleasure, Major Smith.

MAJOR SMITH: She's planning to serve some special dishes.

LTCOL KONDA: Special dishes, yes, yes. Have you found a good cook?

MAJOR SMITH: Yes, sir, we were very fortunate. We found a good cook. However, when it comes to having a dinner party, my wife wants to work out all the details herself. This is going to be her show.

LTCOL KONDA: Ah, it will be a good dinner.

### Excerpt 2

KONDA: And what will this training be, Mr. Smith?

SMITH: Well, the training center will primarily train workers for the new refinery. Basically, there will be two programs. First, there will be the general training. Every worker will go through that.

KONDA: Ah, I see.

SMITH: And then there will also be several special courses. Each trainee, after he finishes the general training, may indicate his preference for one of the special courses, depending on his interest and aptitude.●

KONDA: "Indicate his preference" you say?

### Excerpt 3

SMITH: Perhaps we could suggest certain appropriate lecture material for Mr. Miller. We might even give him a tentative title, such as, "My Philosophy of Theater" or perhaps more simply, "Why Do I Write Plays?"

KONDA: Ah, Mr. Miller has his own philosophy about the theater?

SMITH: Why yes, yes, of course. Well, there are a number of other playwrights who may not hold exactly the same opinion. What he has to say will be an expression of his own views.●

KONDA: "His own views" you say, on the philosophy of the theater?

SMITH: Yes, yes. If you like, I could try to tell you a little more about that, if you like.

### Excerpt 4

MAJOR SMITH: And I hope I can be of some help.

KONDA: Yes. As you know, Major Smith, this program of the Ministry of Community Development, it has been going on for some time. Yes.

MAJOR SMITH: Oh, yes, I am aware of that. And it's been a good program. Well, I'm sure I can help Major Khan plan the civic action program. I can be of some assistance in planning the technical aspects of the program, and I know I'll be of some use in getting some of the valuable equipment that is needed.

## SEQUENCE 3

*(Continued)*

### Excerpt 5

KONDA: And now, you say, you are in the Peace Corps, Mr. Smith.

SMITH: Yes. It was in my last year in college that I decided to join the Peace Corps.

KONDA: Ah, it was expected of you.

SMITH: No, no, not at all. I mean, I could have gone into the Army, or gotten a job. But I guess I always wanted to go into the Peace Corps.

KONDA: Yes, yes, of course. But you say it was not expected of you?

SMITH: No, no, it was strictly up to me.●

KONDA: How do you mean, up to you, as you say?

SMITH: Well, I mean that I had to make up my own mind about what I wanted to do.

KONDA: Oh?

### Excerpt 6

KONDA: You say you know how to do that, Miss Smith?

MISS SMITH: Well, I've only been in the village for a few weeks, but it seems to me that the teachers don't encourage the children to develop their own ideas.

KONDA: How do you mean?

MISS SMITH: Well, the teachers present a lesson, they give the children their ideas about something, and the children are supposed to learn exactly what the teachers tell them.

KONDA: Ah, well, Miss Smith, that is how the children learn. In time, the teacher's ideas become the child's ideas, yes, as you know, yes.● How do you mean, the teachers don't let the children have ideas?

### Excerpt 7

MAJOR SMITH: . . . one letter so far.

KONDA: Yes, sometimes the postal service is slow, yes. You received a letter from your family?

MAJOR SMITH: Yes, I received a letter from my wife yesterday. She and the boys are doing fine.

KONDA: Oh, you have sons! I have sons also, Major Smith.

MAJOR SMITH: I have two sons.

KONDA: Yes.

MAJOR SMITH: One is twelve, and the other one is nine years old.

KONDA: They, no doubt, will become military men like yourself.

MAJOR SMITH: Ah, who knows. The oldest boy says he wants to be a pilot. But you know how youngsters are at that age. They're never really sure what they want to do. I'm sure, though, when they get older they'll make up their minds.

KONDA: Oh?

MAJOR SMITH: How old are your sons?

## SEQUENCE 4

### Excerpt 1

MAJOR SMITH: Yes sir. And I want to thank you for making the lesson plans available to me.

LTCOL KONDA: Yes, yes, we want you to know everything we are doing here. Have you read the plans?

MAJOR SMITH: I've read some of them. I've read in particular the lesson plan on the new course in leadership, and it looks very good. There's no problem that I can see.

### Excerpt 2

SMITH: No, we are finally settled. We've found a place.

KONDA: Ah, you found a good house?

SMITH: Oh, a very nice house, yes. My wife and children are becoming acquainted with the neighborhood.

KONDA: Oh.

SMITH: We've written to our families in the States telling them how very much we like it here.

KONDA: Your family in America, they are well, yes?

SMITH: Yes, thank you. Oh, they have their problems, but everyone does, I suppose.

KONDA: Oh, problems?

SMITH: Nothing serious.

### Excerpt 3

KONDA: Yes, we will be ready for his visit.

SMITH: Well, I know that your position here at the university requires a great deal of your time, Mr. Konda, and I just want you to know, our office would be more than happy to take care of this problem for you.

### Excerpt 3
*(Continued)*

KONDA: Which problem?

SMITH: Well, the arrangements for Mr. Miller's visit, you know, the scheduling, and so on.

KONDA: Ah! His visit is a problem?

### Excerpt 4

MAJOR SMITH: . . . go ahead and get started on it?

KONDA: Yes. The Ministry of Community Development, of course, must see that everything is as it should be.

MAJOR SMITH: Well, I don't see any problems.

### Excerpt 5

KONDA: Mr. Smith, we will know all this as you tell us.

SMITH: Of course, I do think that there are a number of projects that could be started right now in the village. The biggest problem seems to be the water.

KONDA: "Problem" you say?

SMITH: Yes, the well has been broken for some time now, I assume, and the people have been going to the river to get their water. Now, if we could fix the well. . .

KONDA: Ah, it must be an old well, Mr. Smith.

SMITH: Oh, well, that's no problem.

## SEQUENCE 4
*(Continued)*

### Excerpt 6

MISS SMITH: That's good. Are there any more textbooks available for the village schools?

KONDA: Yes, yes. The Ministry of Education, of course, has many books. We have a storehouse here, and every year we send books to the village schools, yes.

MISS SMITH: Well, there are quite a few children in our school who don't have books, and the teachers and I have talked about it. But we really haven't come up with any solution.

### Excerpt 7

MAJOR SMITH: . . . talking with you.

KONDA: Yes, this has been a good talk, Major Smith. You must come and visit us again.

MAJOR SMITH: Well, I think it's a good idea for us to get together from time to time, and exchange ideas. That way, if we have any problems, well, we can discuss them when we meet.●

KONDA: "Problems" you say?

## SEQUENCE 5

### Excerpt 1

MAJOR SMITH: Yes, sir. And I want to thank you for taking me around and showing me everything. I noticed there are a lot of soldiers here, working, doing odd jobs, cleaning up.

LTCOL KONDA: Ah, you mean the recruits?

MAJOR SMITH: Yes, sir.

LTCOL KONDA: Yes, of course, we have them here.

MAJOR SMITH: Well, that certainly makes it comfortable for the cadets. Is this a permanent assignment?

LTCOL KONDA: Yes, yes. Those people, as you know, this is their kind of work.

### Excerpt 2

SMITH: Yes, the construction of the new training center will be completed in about five months.

KONDA: And then the training will start?

### Excerpt 2
*(Continued)*

SMITH: About a month after that. And when the first group of workers comes into the program, I want to personally meet each one of them, and welcome him on behalf of my company.

KONDA: Ah, you will make a speech.

### Excerpt 3

SMITH: And it would be good if, after the showing of the film, Mr. Miller could get together with all of the drama students.

KONDA: You think Mr. Miller would want to do that?

SMITH: Oh, yes. That's the main reason for his coming.

KONDA: Oh?

## SEQUENCE 5
*(Continued)*

### Excerpt 4

KONDA: You don't worry, Major Smith! You need not go to all these places.

MAJOR SMITH: But, you see, it's my hope that through association with the people in the village, you know, visiting them, talking with them, staying with them, that I could come to some better understanding of them. And they, in turn, could come to some better understanding of me.●

KONDA: Yes, yes, of course, you visit, and you talk, yes. But you are our guest. You are an officer. They must show their proper respects to you, yes.

### Excerpt 5

KONDA: We shall see. Have more tea, please.

SMITH: Thank you.

KONDA: Yes.

SMITH: Maybe, if you could make a visit to the village, Mr. Konda, it might help to get more of the people interested in some of the projects.

KONDA: Ah, yes. When some of the projects are finished, yes, we could have a celebration, yes. I will make a speech.

SMITH: Well, you see now, I was thinking that you could visit the village earlier, and perhaps meet with some of the farmers, and this would create a lot of good will among the people.●

KONDA: Meet with farmers, you say?

SMITH: Well, sure. Why not?

### Excerpt 6

MISS SMITH: Oh, that's good news. I was wondering if the textbooks have come yet.

KONDA: Yes, yes. The books have arrived at the storehouse.

MISS SMITH: Oh, good. Maybe I can pick them up on my way back.

KONDA: No, no. I will send someone to bring them for you.

MISS SMITH: That's very kind of you. But I really don't mind going along, in case they need help.●

KONDA: No, no. You wait here, Miss Smith. And we will drink tea, yes.

### Excerpt 7

KONDA: Ah, you travel much, Major Smith?

MAJOR SMITH: Yes, I'm trying to see more of your country.

KONDA: Yes, you will come to know our country.

MAJOR SMITH: You know. I've learned a lot about your country from the soldiers in Major Khan's battalion. Some of them were farmers before they came into the Army.●

KONDA: Oh, what do these people know, Major Smith!

## SEQUENCE 6

### Excerpt 1

LTCOL KONDA: And how is your family?

MAJOR SMITH: Oh, they're fine. My wife sends her best regards. She really loves it here.

LTCOL KONDA: Ah, I am happy to know that.

MAJOR SMITH: Incidentally, Colonel, she wanted me to ask you if you had any suggestions on volunteer work she could do. She really wants to do something worthwhile.

LTCOL KONDA: Mrs. Smith is looking for work, you say?

MAJOR SMITH: Oh, just volunteer work, perhaps two days a week, maybe at a hospital or an orphanage.●

LTCOL KONDA: Ah, she has been asked to help?

### Excerpt 2

KONDA: Yes, this is a poor district, Mr. Smith, as you can see.

SMITH: I think having the refinery here will be helpful, especially to this town. It will create a lot of new jobs.

KONDA: Yes, this will be good. We are happy that you will hire workers here.

SMITH: Well, we are certainly glad to do that.

KONDA: Yes.

SMITH: And also, the company always encourages its personnel to donate some of their free time to community work.●

KONDA: Yes. How do you mean, "donate time"?

### Excerpt 3

SMITH: And there'll be some things that we can work out later. For example, we'll need some students who'd be willing to serve as ushers.●

KONDA: Yes, certainly, Mr. Smith. We will hire students to work as ushers, yes.

### Excerpt 4

KONDA: That will be good.

MAJOR SMITH: Of course, we will need some of the village people to help work on the project. Do you think you could get some volunteers?

KONDA: Volunteers?

MAJOR SMITH: Yes.

KONDA: Yes, yes.

MAJOR SMITH: I mean, the soldiers will be able to help with some of the work. We can bring in a few men and some equipment, but the village people are going to have to help with some of the work.●

KONDA: Yes, they do good work, yes. They will be happy you have work for them.

### Excerpt 5

KONDA: Perhaps, Mr. Smith. I don't know.

SMITH: Well now, don't you think, Mr. Konda, that if the village leader were to make a public announcement, saying that there are a number of young men needed to come out and work on the project, that there would be at least some people willing to come out and work with us?●

KONDA: Oh, yes, yes, they will be happy to work for you, Mr. Smith. The men will always do some work for a little money.

SMITH: Well, I wasn't thinking of paying them.

## SEQUENCE 6
*(Continued)*

### Excerpt 6

MISS SMITH: Yes, I do. I was thinking that, perhaps, the village teachers could join me in a project.

KONDA: Ah, yes. A project, Miss Smith?

MISS SMITH: Well, I was thinking that perhaps we could have a cooking class for the women in the village, maybe sometime late in the afternoon, or in the evening.●

KONDA: Ah, another class, I see. But the Ministry of Education cannot pay the village teachers for this work, Miss Smith.

### Excerpt 7

MAJOR SMITH: . . . ready to start.

KONDA: You say, Major Smith, the battalion will build a good road.

MAJOR SMITH: Yes, yes. Of course, the soldiers in the battalion can't do all the work. They'll need some help from the people in the villages.

KONDA: Ah, you need some men from the villages.

MAJOR SMITH: Yes, sir, just to work on this project.●

KONDA: Yes, they will be happy to get some money.

MAJOR SMITH: Uh . . . we can't pay them.

KONDA: You want men to work for the battalion, but you will not pay them?

MAJOR SMITH: Well, we'll ask the village leaders to pick out those men that want to work on this project. We can probably use more than we can get.

## SEQUENCE 7

### Excerpt 1

LTCOL KONDA: And, of course, our cadets study very hard, Major Smith.

MAJOR SMITH: Sir, how often do you post grades?

LTCOL KONDA: Oh, we give them their grades twice a year, yes, yes. Perhaps you do the same at West Point?

MAJOR SMITH: Well, at West Point we post grades every week. We find it very useful.

LTCOL KONDA: I see.

### Excerpt 2

SMITH: But we want to be sure that only the best qualified men get hired.

KONDA: Yes, you must have good men, of course.

SMITH: Yes, that's why we have to have the interviews and the tests.

KONDA: I see. And how will you know which are the good men?

SMITH: Well, we'll interview only those who do well on the tests, of course.

KONDA: I see. But how can a man do well in the test when you have not yet hired him?

## SEQUENCE 7
*(Continued)*

### Excerpt 3

KONDA: Yes, we will invite all the professors to see this film.

SMITH: Good.

KONDA: Yes, and we can have our drama students also.

SMITH: Fine, fine. Well, what about the other students? I mean, I should think that the students would want to have a big turnout, I mean have a large audience, for Mr. Miller.

KONDA: Many persons will be invited, yes.

SMITH: But I should think that the students wouldn't want Mr. Miller to have a smaller audience here than at some other university.●

KONDA: Ah, what does it matter, Mr. Smith, if we have a smaller audience?

### Excerpt 4

KONDA: Of course, we will do what we can

MAJOR SMITH: As I understand, Mr. Konda, you are responsible for the government's community development program in this district.

KONDA: Yes, yes, we take care of this district.

MAJOR SMITH: Well, I hope that we can get the supplies in time to get the work done before the rainy season.

KONDA: Yes, yes. Perhaps they will be ready. We will see.

MAJOR SMITH: How are the other districts doing with the program?

KONDA: Oh, each one has its own projects, yes.

### Excerpt 5

KONDA: Yes.

SMITH: I'm very hopeful about this, Mr. Konda.

KONDA: Yes. You have some ideas, Mr. Smith, on how you can make these people work without pay?

SMITH: Yes, well, I thought that perhaps if we could make them aware of what people in other villages have done, that that should make them want to improve things in their own village.●

KONDA: Oh? Why, Mr. Smith?

### Excerpt 6

MISS SMITH: Well, you see, I would try different ways of getting the children to study more.

KONDA: Ah! What ways, Miss Smith?

MISS SMITH: Well, one way would be to let them know how they're doing in each subject, perhaps letting them know what their standing is in the class, from time to time.●

KONDA: You say they will learn more if you do that?

### Excerpt 7

KONDA: Yes, we know that, Major Smith.

MAJOR SMITH: This battalion has not been doing as much as it could.

KONDA: Yes, yes.

MAJOR SMITH: I've told Major Khan that if we don't get a few projects started before the end of the year, we'll be falling behind some of the other units.

KONDA: Oh, some units have few projects, yes.

## SEQUENCE 8

### Excerpt 1

MAJOR SMITH: Ah, your tea is delicious, as always. Colonel Konda, I feel I must apologize. At our last meeting, a couple of weeks ago, I told you I would bring over the material when it arrived from West Point in order for you to look at.

LTCOL KONDA: Yes, I remember, yes.

MAJOR SMITH: Well, it still hasn't arrived yet, and I'm very sorry about the delay.

LTCOL KONDA: Oh, they will be here, yes, perhaps later, Major Smith, yes.

### Excerpt 2

SMITH: Right. I am very sorry to have this delay in construction, Mr. Konda. It looks like we will have to postpone the beginning of the training for at least a month.

KONDA: Yes, yes.

SMITH: It simply could not be helped. There was a sudden shortage of lumber.

KONDA: Yes, yes.

SMITH: We had the men in the end working overtime, but still we could not finish it. I hope this does not create any difficulties for you.●

KONDA: When the construction is finished, Mr. Smith, everything will be ready. Don't worry.

### Excerpt 3

SMITH: And there is one other thing. I don't know the gentleman who is in charge of your drama department, and I was wondering if you could introduce me to him?

KONDA: Ah, yes, yes. You want to meet the professor in charge of the drama department?

SMITH: Yes.

### Excerpt 3
*(Continued)*

KONDA: I know him, yes, yes.

SMITH: Good. Well, I'd appreciate it if you could introduce me to him. I think I should talk over a little bit with him about Mr. Miller's visit also.

KONDA: Yes, this is good. I will tell him, yes. Then, when you come again, we will see, yes. May I give you more tea?

SMITH: No thanks. I'm fine. Do you think we might be able to do that now, I mean, since I'm already here? I was wondering if perhaps you could introduce him to me today?●

KONDA: The head of the drama department?

SMITH: Yes.

KONDA: Yes, yes, yes. Next time when you come. I will, of course, inform him that you will visit us again, yes. Perhaps he will be here. Then you will meet him.

SMITH: Fine. I was wondering, if you don't think it's too inconvenient. . .

### Excerpt 4

KONDA: We will let you know.

MAJOR SMITH: But perhaps, if I could come back tomorrow, you could have the information for me by then.

KONDA: I have to send a message to the ministry in the capital, yes, and then we shall see.

MAJOR SMITH: But how long will that take?

KONDA: Oh, the message will go there, Major Smith, and then, we will get the answer, and we will let you know. Oh, yes. Don't worry.

## SEQUENCE 8
*(Continued)*

### Excerpt 4
*(Continued)*

MAJOR SMITH: It would really help us very much, Mr. Konda, if you could have the information for us as soon as possible. I mean, the battalion has been rather slow in getting started.

KONDA: Yes, yes.

MAJOR SMITH: Perhaps I could check back with you next week.

### Excerpt 5

KONDA: Yes, yes, we had a good talk, Mr. Smith.

SMITH: Yes, we have, a very good talk.

KONDA: Yes.

SMITH: Before I leave, I wonder if I might ask you about the equipment and supplies.

KONDA: Yes, yes, we shall see what we can do to help you.

SMITH: When do you think, Mr. Konda, that I might be able to find out just what I could obtain through the ministry?

KONDA: Next time you come to visit us, you fill out the forms, what you need. Then my men will check and see what is in the storehouse.

SMITH: Well, perhaps, I could do that today, possibly, fill out these forms?

KONDA: Oh, the papers are not here. They are where the supplies are kept. I will send one of my men and he will get them for you. Next time you visit, the papers will be all ready for you.

SMITH: Well, you know, maybe I could go down there myself and pick them up, or I could even fill them out while I'm there, and they could check and see what is available.

KONDA: Oh, Mr. Smith. The papers will be all ready for you. Don't worry.

### Excerpt 6

MISS SMITH: Yes. I'm glad I could finally get a ride this week to come into town again.

KONDA: We are happy to see you again, Miss Smith.

MISS SMITH: I'm sorry I couldn't get here sooner. I'm sure you must have been wondering how the project is going.

KONDA: Yes, yes, Miss Smith, we are always happy to see you—this week, next week, yes.

### Excerpt 7

KONDA: This will be a good program.

MAJOR SMITH: It would help us in our planning if we knew what kind of materials you had in your storehouse.

KONDA: Yes, we have supplies for the community development. What supplies will you need?

MAJOR SMITH: Well, we'd like to know what you have, what kind of materials you have before we start planning our projects.

KONDA: Ah, good. You should know what we have. Of course, everything is in the storehouse, yes.

MAJOR SMITH: Well, could you tell me, what kind of materials do you have? Do you have construction materials?

KONDA: Oh, we have so many things, Major Smith, yes. We have a list. Everything is put on this list, yes.

MAJOR SMITH: Well, if I may, I'd like to look at the list and perhaps then I could tell what kind of materials that you have.

KONDA: Ah, yes, yes, you can see the list, Major Smith. Of course, the list is at the supply office. I will tell my men to prepare one copy, yes, for you. Then, when you visit again, you will have the list, yes.

## SEQUENCE 8

*(Continued)*

### Excerpt 7

*(Continued)*

MAJOR SMITH: Well, if you don't mind, may I stop by the storehouse on my way out? And then you can prepare the list and send it to me when you get it.●

KONDA: Oh, you need not go to the supply office, Major Smith. One of my men will bring the list. When you visit again, the list will be here.

MAJOR SMITH: Well, it's no trouble, Mr. Konda, and I'm not sure when I'll be back in the area.

KONDA: Ah, don't worry. You will visit again.

## SEQUENCE 9

### Excerpt 1

MAJOR SMITH: Yes, sir. But in the last few years we've had changes in *our* schools—for example, in teaching methods.

LTCOL KONDA: Change in your teaching?

MAJOR SMITH: Yes, sir. In the last few years we've been getting more and more away from the lecture method of instruction.

LTCOL KONDA: Ah, you don't like lectures.

MAJOR SMITH: It's not that we don't like them. It's that we feel that the lecture method of instruction by itself is not very effective.

LTCOL KONDA: Not very effective?

MAJOR SMITH: What we have now are small group sessions, wherein the students will discuss a given topic among themselves.

LTCOL KONDA: I see. And who gives the instructions at these "group sessions" as you say?

### Excerpt 2

SMITH: Ah, yes, I want to show you what the new refinery will look like.

KONDA: Yes.

SMITH: There will also be recreational facilities for the workers, probably over here.

KONDA: "Recreational" you say. What is that, Mr. Smith?

SMITH: Oh, it means a place for the workers to relax, and play games—a soccer field, perhaps, or say a volley ball court, a building with ping-pong tables in it, and other games.

KONDA: Ah, they will like that, yes, yes.

SMITH: We'll have to find out what most of them want.●

KONDA: They will be happy with what you give them, Mr. Smith.

## SEQUENCE 9
*(Continued)*

### Excerpt 3

KONDA: And then, you say, after the play, there will be a lecture to the students by Mr. Miller?

SMITH: Well, I think Mr. Miller would prefer to have a discussion.

KONDA: Ah! And what will Mr. Miller discuss?

SMITH: Well, whatever the students wish to discuss. I mean, that'll be up to them. We can let them decide what they want to talk about.●

KONDA: You say, let the students decide?

SMITH: Why, yes.

### Excerpt 4

KONDA: Yes, this is important. We must consider it.

MAJOR SMITH: Major Khan and I have discussed this at great length, and we've come up with some ideas for some new projects, various kinds of projects.

KONDA: Yes, yes.

MAJOR SMITH: Well, for instance, say in one village they might need a new schoolhouse, and in another perhaps a new source of water; and yet another, maybe a new irrigation ditch for the crops. So, you see, each village would not be the same.

KONDA: Yes.

MAJOR SMITH: Well, in other words, well, also we would have to perhaps discuss this with you, and with the village chiefs, you know, to see what they think. And then, of course, we'd like to discuss it with the people in the villages to find out what they think is important. The main thing is to find out what the people need the most.

### Excerpt 4
*(Continued)*

KONDA: Yes, yes. The Ministry of Community Development has a big program, yes.● Discuss with the village people, you say?

MAJOR SMITH: Yes.

### Excerpt 5

SMITH: . . . his help.

KONDA: Yes, yes. You can do all that, yes. The village chief will help you.

SMITH: Well, I don't know. I thought he would explain the project to the people, but so far he hasn't done it. Maybe I should do it?

KONDA: Explain it, you say? To whom?

SMITH: To the villagers. He has to let them know what's going on.●

KONDA: Why, Mr. Smith?

### Excerpt 6

KONDA: Yes, yes. The Ministry of Education is preparing a plan, of course, for this whole province. And from this plan we will know what is needed in the villages, yes—how many new schoolhouses, what new books, how many new teachers. Yes, we will know all that, Miss Smith.

MISS SMITH: So I guess then they've already had meetings with the teachers to get their views on what's needed.●

KONDA: No, no. When the plan is finished, then the teachers will know what is needed. They cannot know before they see the plan, Miss Smith.

## SEQUENCE 9

*(Continued)*

### Excerpt 7

KONDA: Yes, we will do that.

MAJOR SMITH: And I think that before we do that, before we have this next meeting, you should come down and discuss with the village elders what they think the needs are in the village. Then we can sit down with Major Khan and decide what specific projects we're going to set up.●

KONDA: Yes, yes, we must have a good plan, Major Smith. Then, when the program begins, the village elders will know it.

## SEQUENCE 10

### Excerpt 1

LTCOL KONDA: Ah, good. As you know, Major Smith, our cadets are very interested in the war in Vietnam.

MAJOR SMITH: Yes, sir, I've heard that.

LTCOL KONDA: Perhaps it will be possible to find an officer from your mission to give a lecture about the war—an analysis.

MAJOR SMITH: Oh, we'd be delighted to have one of our officers come over and give a lecture on Vietnam.

LTCOL KONDA: Yes, yes. Of course, we would like to hear a man who has a good knowledge of the war.

MAJOR SMITH: Well, of course, we've all been there, some of us twice. I would suggest, Colonel, that we send Major Walker, he was there most recently.

### Excerpt 2

KONDA: And how do you teach this safety training, as you say?

SMITH: Well, the way we do it is we actually let each man see what can happen if he does something wrong. That way there is no question, and he can see for himself.●

KONDA: Oh, you just tell them, Mr. Smith. They will not question it.

### Excerpt 3

SMITH: We would like for Mr. Miller to be able to spend as much time as possible with the students to discuss his plays and his philosophy.

KONDA: Ah, Mr. Smith, the students can read all that in Mr. Miller's writings.

SMITH: Well, yes, but this would enable them to see and hear for themselves what he has to say. I should think it will be a unique experience for them.

KONDA: Yes, of course, of course, the students will hear Mr. Miller's speech.

### Excerpt 4

MAJOR SMITH: And we will work out a plan together.

KONDA: Ah, you say you have to visit all these villages?

MAJOR SMITH: Well, not all of them, but most of them.

KONDA: Ah, you wish to travel.

MAJOR SMITH: Well, no, not exactly. I think that we need to visit the villages so we can see what is needed.

KONDA: Oh?

## SEQUENCE 10
*(Continued)*

### Excerpt 4
*(Continued)*

MAJOR SMITH: Well, I think that way we can get some ideas—see how people eat, see how they live, how they work, and just basically get some ideas.●

KONDA: Ah, you want to see all that "to get ideas" as you say?

MAJOR SMITH: Yes.

### Excerpt 5

KONDA: I see, yes. You have your own house in the village. That is good, yes. You can think about your visit here and about your being here with us.

SMITH: Well, yeah, I guess I've been doing a lot of thinking. But really, I've spent most of my time going around the village, you know, and seeing what the people are doing, what their needs are, and I've been getting some good ideas as I look around. Really, I'm learning a lot.●

KONDA: You get some ideas "from looking around" you say?

SMITH: Yes.

### Excerpt 6

MISS SMITH: I see. But how do the people from the Ministry of Education find out what's going on in the villages?

KONDA: Oh, there are reports, Miss Smith. Yes, we write reports here in our office. Every year we send a report to the ministry.

### Excerpt 6
*(Continued)*

MISS SMITH: Oh, I see. So then someone from your office goes to visit the villages?

KONDA: Yes, sometimes, when the new schoolhouse is finished, an official will go to be there for the ceremony, yes.

MISS SMITH: Well, what I mean is, does anyone from your office or from the Ministry of Education ever go and actually see how the schools operate?●

KONDA: Oh, we don't have to do that, Miss Smith. We already know.

### Excerpt 7

MAJOR SMITH: . . . happy to be of some service.

KONDA: No doubt, you have knowledge about our country from books you have read.

MAJOR SMITH: Yes, of course, I've read about your country.

KONDA: Yes, yes.

MAJOR SMITH: But now that I'm here, I'm able to see for myself, firsthand, how the people are, and what your country looks like.●

KONDA: "See for yourself" you say?

## SEQUENCE 11

*(There are no excerpts 1-3 in this sequence)*

### Excerpt 4

MAJOR SMITH: . . . a lot of things that could be done.

KONDA: Yes. The government has a plan, as you know—five-year plan. And in this district there is a plan. The government will build new schoolhouses in large villages. And they will also give these people good tools for farming. But, as you know, there are so many of these poor people.

MAJOR SMITH: Well, in the civic action program we would have mostly self-help projects.

KONDA: "Self-help"?

MAJOR SMITH: Yes. And I think that these projects would have a greater impact in the long run.

KONDA: How do you mean, "self-help"?

MAJOR SMITH: Well, these would be projects in which the people would learn to help themselves.●

KONDA: Ah, you mean one villager helping another? No help from the government?

MAJOR SMITH: No, no. That's not quite it. The government would help, but the people must be willing to help themselves.

### Excerpt 5

KONDA: This is a good thing, Mr. Smith.

SMITH: Of course, the people in the village must understand that this is a self-help project.

KONDA: "Self-help"?

SMITH: That's right. You see, there are only two of us. And even with some assistance from your office, in the way of equipment and supplies, we can't do the work ourselves.

### Excerpt 5
*(Continued)*

KONDA: Ah, you want some village people to help you with this work.

SMITH: Well, no. They won't be helping *me*. They'll be helping *themselves*.●

KONDA: "Helping themselves"? How do you mean?

SMITH: Well, I mean that they will have to do most of the work.

KONDA: Ah, doing work, you call that "self-help"?

SMITH: Well, no.

KONDA: When a farmer works in the field, you call that "self-help"?

SMITH: No, no. He's just doing his daily work. Self-help is . . . when people work together to try to help improve themselves.

KONDA: "Improve themselves"?

SMITH: That's right.

### Excerpt 6

KONDA: Yes, a new schoolhouse will be good.

MISS SMITH: I hope we can get started on it soon.

KONDA: Yes, but this new schoolhouse cannot be built this year.

MISS SMITH: Oh, why not? We have all the materials, don't we?

KONDA: Oh. But, as you know, a government project has to be approved by the Ministry.

MISS SMITH: Oh! But I don't think this would be a government project, Mr. Konda. I mean, the people will build it themselves, I'm sure.●

KONDA: Oh? Not a government project? How do you mean?

## SEQUENCE 11
*(Continued)*

### Excerpt 7

MAJOR SMITH: . . . the village chiefs.

KONDA: You say you will be meeting with the village chiefs?

MAJOR SMITH: Yes, that's the main thing. We want to explain to them how the civic action program helps people to help themselves.

KONDA: "Helps people to help themselves" you say?

MAJOR SMITH: Yes. And then the village elders can explain this to the people.●

KONDA: Help themselves? How can a man help himself?

MAJOR SMITH: Well, take the water situation, for example. If the people were to repair the well, then they would have better drinking water.

KONDA: Ah, repairing a well you call "helping themselves"?

MAJOR SMITH: Yes, when the people do the work themselves.

KONDA: The farmers do all the work themselves in the field. You say, they "help themselves"?

## SEQUENCE 12

### Excerpt 1

LTCOL KONDA: Yes, and that is a very good course.

MAJOR SMITH: But, Colonel, isn't it sort of risky having a course that depends on the availability of a particular instructor?

LTCOL KONDA: How do you mean, "risky"?

MAJOR SMITH: Well, what if something happens to him, and he is unable to continue with the course?

LTCOL KONDA: Oh, that must not happen, Major Smith.

### Excerpt 2

SMITH: I'll have my office put that in writing.

KONDA: Oh, Mr. Smith, we don't have to do all that in writing. We trust you. We know you are our friend.

SMITH: Well, I appreciate that. But I think it would be better if we had this in writing. Who knows, I may be dead six months from now, and someone else would have to do this for you.

KONDA: Why, why? You will be here, of course.

## SEQUENCE 12
*(Continued)*

### Excerpt 3

KONDA: I see.

SMITH: And, once we firm up the program, I think the final arrangements can be made rather easily.

KONDA: Yes, Mr. Smith. *(Sneezes.)*

SMITH: Oh! God bless you, Mr. Konda, as we say. I hope you're not catching a cold.

KONDA: No, no!

SMITH: I did notice that it was a little cool in here.

KONDA: No, Mr. Smith, I will catch no cold.

### Excerpt 4

MAJOR SMITH: And I think that we should teach some of the people how to repair a road, so that, when the new road needs repair, they can take care of it.

KONDA: Ah, but, this will be a good road that the battalion will build.

MAJOR SMITH: Yes, of course, but even good roads need repair from time to time. Well, suppose there's a flood, or something.

KONDA: Flood, no, no. You build a good road, Major Smith.

### Excerpt 5

SMITH: . . . drinking the river water.

KONDA: Yes, yes, I know, the village people like the river water.

SMITH: Yes, I know. But suppose the river were to dry up completely one day. Where would the people get their water then?

KONDA: Our river will not be dry.

### Excerpt 5
*(Continued)*

SMITH: Oh, I didn't mean, Mr. Konda, that it's *going* to dry up. But it *could,* one day, dry up completely.

KONDA: No, Mr. Smith, the river will not be dry. Don't worry.

### Excerpt 6

MISS SMITH: And there is one thing I wanted to ask you about that, Mr. Konda.

KONDA: Yes.

MISS SMITH: How is the village chief chosen? Now, I know he has this position for life.

KONDA: Yes, it is a position for life.

MISS SMITH: Well, what I mean is who will be the village chief after him?

KONDA: Ah, Miss Smith, he will live to be an old man. I know him.

### Excerpt 7

MAJOR SMITH: . . . have thought about that.

KONDA: And what is your idea?

MAJOR SMITH: We think that one of the projects could be the construction of several dispensaries.

KONDA: Yes, yes, dispensaries, yes, good.

MAJOR SMITH: For many of the villages the hospital is so far away. In a case of an epidemic, for example, the dispensaries would be very useful in the area.

KONDA: There will be no epidemic, Major Smith.

## SEQUENCE 13

### Excerpt 1

MAJOR SMITH: Yes, sir, the staff here has been very helpful. I've had an opportunity to become familiar with your whole program. I've read the materials you gave me, and met with some of the instructors, and visited some of the classes.

LTCOL KONDA: Yes, Major Smith, that is good.

MAJOR SMITH: Some of the instruction you give here is similar to what is given at West Point.

### Excerpt 2

SMITH: Yes, the refinery should be finished in about ten months. The work hasn't been going as fast as it has in some places where we've built refineries.

KONDA: You say the work is slow?

### Excerpt 3

KONDA: Yes, you have just arrived, yes. Let me welcome you to our country and to our university, yes. We hope that you will like being with us.

SMITH: Well, I am very happy to be here. I really find it much more pleasant here than at my last post.

### Excerpt 4

KONDA: Yes. But surely, Major Khan's soldiers will do good work on the road.

MAJOR SMITH: Oh, definitely. It will be one of the better roads in the province—perhaps not as good as the road to the capital, but better than most roads around here.

KONDA: But it will be good?

### Excerpt 5

KONDA: As you know, this rain will be good for the harvest.

SMITH: It sure rains a lot more here than where I come from.

### Excerpt 6

KONDA: And you had a good trip coming from the village?

MISS SMITH: Oh, yes. Someone gave me a ride in his truck. It made the trip a lot faster than taking the bus. The bus makes a lot of stops, you know.

KONDA: Ah, you say the trip was fast?

### Excerpt 7

KONDA: . . . seen our district?

MAJOR SMITH: Yes, I've been travelling through the area and I've seen parts of the district.

KONDA: Yes, yes. You like it here?

MAJOR SMITH: Very much, very much. I've only been here a short time, and I'm still getting used to the climate. The weather here is quite different.

KONDA: Ah, you like our weather?

## SEQUENCE 14

### Excerpt 1

MAJOR SMITH: Oh, it's not really always that difficult to figure out what the other side will do. Suppose you were General Giap, sir, what would you do next?

LTCOL KONDA: Oh, who can say?

### Excerpt 2

SMITH: It's been our experience, Mr. Konda, that grades are not a very good indication of a man's aptitude for these kinds of jobs at the refinery.

KONDA: Grades are important, Mr. Smith.

SMITH: Yes. But suppose you had no way of knowing what the grades of these people were, how would you select them then?

KONDA: But, Mr. Smith, we have the grades here in our office, yes.

### Excerpt 3

KONDA: Yes, of course. And you believe the students will do that.

SMITH: Well, yes, I'm pretty sure they would. At least, that's what I would do if I were a student.

KONDA: Ah, but you are not a student, Mr. Smith.

### Excerpt 4

KONDA: I do not understand. How can it be?

MAJOR SMITH: It's a little difficult to explain. If I could just show you—if we were in the United States, I'd take you out and show you how it's done.

KONDA: Ah, but we are here, Major Smith!

### Excerpt 5

KONDA: It will happen in good time.

SMITH: Yes, perhaps, Mr. Konda. But I'm not sure that it can be done.

KONDA: Ah, you are not sure?

SMITH: No, I'm really not. What would you do if you were in my place, Mr. Konda?

KONDA: What will I do? But I am not in your place, as you say, Mr. Smith.

### Excerpt 6

MISS SMITH: Yes, I want to help, but I want to know what you think the village schools in this area need the most.

KONDA: Oh, we need more schoolhouses, of course.

MISS SMITH: Oh, yes, of course. But what do you think we need done in the existing schools to improve them?

KONDA: Ah, who can say?

MISS SMITH: Well, suppose you could write to the Minister of Education for help, what would you ask him for?

KONDA: Oh, as you know, Miss Smith, I would not write to the Minister himself.

### Excerpt 7

KONDA: . . . Major, why not?

MAJOR SMITH: Because the people in some of the villages aren't interested in digging ditches to drain the rain water.

KONDA: Oh?

MAJOR SMITH: And they're going to need these ditches when the rainy season comes. If it were the rainy season right now, there'd be more interest in the project.

KONDA: Ah, Major Smith, as you know, now is the dry season.

## SEQUENCE 15

### Excerpt 1

LTCOL KONDA: I see. And can applicants from other countries become cadets at West Point?

MAJOR SMITH: Yes, sir. But there can be no more than twenty foreign cadets at any one time at the academy. And that comes out to less than one percent of the entire corps of cadets. And I believe the actual number of admissions is even smaller.

### Excerpt 2

KONDA: And where is your home, Mr. Smith?

SMITH: My home is in Houston, in Texas.

KONDA: Ah, yes, Texas—I have heard of Texas, yes. Houston, you say?

SMITH: Yes. Houston is a very large city—perhaps the sixth-largest city in the United States. It has hundreds of miles of freeways, and you can drive 50 miles an hour from one end of town to the other end of town on these freeways.

KONDA: Yes.

SMITH: Houston has really spread out over the past ten years. I would say only about . . . oh . . . 60 percent of the businesses are still located in the center of town.

KONDA: Yes, big cities . . . sometimes they get bigger.

### Excerpt 3

KONDA: Of course, Mr. Smith we want to do everything to make Mr. Miller happy here.

SMITH: Well, yes, of course. But unfortunately now, he is only going to be here for 48 hours, you know.

KONDA: Oh! Perhaps he will stay longer?

### Excerpt 3
*(Continued)*

SMITH: Well, I'm afraid that he has commitments in other countries, you know. And this is a very short trip—only two weeks. He does this two or three times a year—lecturing and visiting other countries. I wish he could stay longer too. But he's just going to be here at the university for that one day, which is just about four weeks from today now.

KONDA: I see.

SMITH: I hope there is no conflict on that day?

KONDA: Perhaps not.

SMITH: Well, if not, then I'd like to make an appointment to see you again in three or four days, and then we can perhaps work out the details a little more exactly.

### Excerpt 4

MAJOR SMITH: Yes, this will take a lot of work.

KONDA: Yes, yes, a lot of work, this road building.

MAJOR SMITH: Yes. Well, why can't some of the people work on the road, say, one afternoon a week? This would only be a small fraction of their time—say, five percent of their time. Now they won't lose their crops if they don't work in the fields, say, five percent of the time. So, well . . . say, 25 people a day.

### Excerpt 5

SMITH: Yes, Mr. Konda. Thank you very much. The people in the village gave us a very nice little house. It has two rooms—just the right size for the two of us. And we have a nice little garden, and quite a few trees. It'll be our home for almost two years, you know.

## SEQUENCE 15

*(Continued)*

### Excerpt 6

MISS SMITH: That's right. I think that the children would learn more if they were in school more often.

KONDA: More often, you say?

MISS SMITH: Yes. You see, not all of the children are coming to class every day. If we can get 70 or 80 percent maybe, it wouldn't be so bad. But sometimes we get maybe half.

KONDA: I see.

MISS SMITH: What's the average attendance in this district?

### Excerpt 7

MAJOR SMITH: . . . made plans for several projects.

KONDA: Ah, I see. And what are these plans, Major Smith?

MAJOR SMITH: Well, there are three projects that the battalion can start on. But first of all, we want to see how much support we've got. So Major Khan and I are going to visit the larger villages. This will take us about two weeks, and we'll . . . oh, I guess we'll cover about 80 percent of the villages in the district.

KONDA: Ah, you will be traveling, and you will see our province, yes.

MAJOR SMITH: Yes, we'll see most of it.

## SEQUENCE 16

### Excerpt 1

LTCOL KONDA: Yes, of course, we will have to consider our schedule.

MAJOR SMITH: Well, it's always difficult to decide just what to put into a program of instruction. At one time, at West Point, our instruction was based on the premise that every cadet was a potential chief of staff of the Army. But, realistically, how likely is it that any given cadet is going to become the chief of staff?

### Excerpt 2

SMITH: We hope to have about two to three hundred applicants.

KONDA: Oh! But you will not need so many men.

SMITH: No, we don't. But the more applicants, the better our chances of getting qualified people.

KONDA: But when you ask for good men, as you know, good men will come there, Mr. Smith.

## SEQUENCE 16

*(Continued)*

### Excerpt 3

KONDA: Yes, this is a short visit. And where will Mr. Miller stay while in our country?

SMITH: Oh, I suppose Mr. Miller's agent will make arrangements for him to stay somewhere.

KONDA: Mr. Miller will not stay with your ambassador?

SMITH: No, that's not likely.

KONDA: "Not likely"?

SMITH: No. In all probability he'll stay at a hotel downtown.

KONDA: Oh, Mr. Miller will stay in a hotel—yes?

### Excerpt 4

KONDA: And you say, Major Smith, that when we have this new road, the farmers will sell more vegetables at the market, and make more money?

MAJOR SMITH: Well, we can't be sure of this, of course. But the odds are that this will happen.

KONDA: "Odds"? What do you mean?

MAJOR SMITH: I mean, it's quite probable that they will sell more goods.●

KONDA: "Probable" you say?

### Excerpt 5

KONDA: Of course, when the supplies come, we will let you know.

SMITH: But you see, Mr. Konda, if we could get the supplies this month, it would increase the chances of finishing this project before the harvest.●

KONDA: "Increase chances" you say?

SMITH: Right.

### Excerpt 6

KONDA: We are happy to help you. You have all the materials for the training of teachers?

MISS SMITH: Oh, yes, yes we do. But, as you know, there's very little chance that we'll be able to begin their training before school starts. I know the teachers will want to begin as soon as possible. But, as you know, right now our chances aren't very good.

KONDA: You say there will be no training for the teachers?

### Excerpt 7

KONDA: People drink river water.

MAJOR SMITH: It would be much better if they drank well water.

KONDA: The river water is bad, you say?

MAJOR SMITH: Yes, the river water will make them sick.

KONDA: You mean these people will not get sick if they drink well water?

MAJOR SMITH: Well, they might still get sick. But it's less likely.●

KONDA: "Less likely"? "Less likely" you say?

## SEQUENCE 17

### Excerpt 1

LTCOL KONDA: Ah, good. Have you seen the new parade ground?

MAJOR SMITH: Yes, sir, I saw it this morning. It certainly looks large enough—quite level and quite suitable for cadet parades.

### Excerpt 2

KONDA: Ah, sightseeing, yes, yes. Have you been to the old city?

SMITH: Yes. And I've been doing a little shopping—gifts and souvenirs for friends back home.

KONDA: Ah, yes, yes. Have you seen our ivory carvings?

SMITH: Oh yes. All the shops have them. They're rather expensive.

KONDA: Yes, they are expensive. I have one here, as you see. I must show it to you.

SMITH: Hm . . . it's pretty heavy. What does it represent?

### Excerpt 3

SMITH: And, as you know, Mr. Konda, our agency provides a number of services. Many of them should be quite useful for university students.

KONDA: Yes.

SMITH: We have a rather good film collection, and a library, of course, with a number of U.S. college catalogues, and U.S. newspapers and magazines, of course. And we also have English classes for foreign students. Have you had an opportunity to visit the agency, Mr. Konda?

### Excerpt 3
*(Continued)*

KONDA: I have been there, yes, with some of my friends who were invited there, yes. It is a very beautiful building, yes—very pleasant.●

SMITH: Yes, yes, it's a very nice building. I was wondering if you've had an opportunity to use any of the facilities?

KONDA: Yes, yes. When we visited, there was a lovely dinner, yes, and a concert in your beautiful auditorium.

### Excerpt 4

MAJOR SMITH: This will be one of the projects.

KONDA: Yes, yes, Major Smith, a good road is a good thing.

MAJOR SMITH: Yes, well, Major Khan's battalion can bring in some bulldozers and a road grader—that's big construction equipment—and we can level the road, and cut down some of the trees along the edge of the road and dig drainage ditches.

KONDA: You say you have to cut trees?

MAJOR SMITH: Well, yes. I mean, this will straighten out the road. And, of course, we'll only cut the trees right next to the road. They're mostly old trees anyway, and too old to grow fruit.●

KONDA: Yes, indeed, these are old trees, Major Smith.

## SEQUENCE 17

*(Continued)*

### Excerpt 5

KONDA: You say you want to do some work? You have some ideas?

SMITH: Yes, yes, I do. For instance, I noticed that the well has been dry for some time now, and that the people have been going to the river to get their water. And I'm sure we could fix that well.

KONDA: Ah! You want the well to look beautiful again?

SMITH: Well, yes. But the main thing would be to get the people to use the well.

### Excerpt 6

MISS SMITH: And we live in our new house now.

KONDA: That is good. It is a nice house? You like it?

MISS SMITH: Oh, yes, I like it very much. It has lots of windows, and it's very comfortable.

KONDA: Yes.

MISS SMITH: And there's enough room to store all my things. The kitchen is especially nice. We even have a little cooking stove. And it's only a short walk from the house to the school.

KONDA: Ah, and is it a nice house?

### Excerpt 7

MAJOR SMITH: They can't finish the road.

KONDA: You say the battalion needs more rock, Major Smith?

MAJOR SMITH: Yes, sir. We've used all the crushed rock that was available. They could order more, but this will take time and it'll delay the project.

KONDA: Yes, the battalion has done good work.

MAJOR SMITH: I'd like to suggest something, if I may?

KONDA: Yes.

MAJOR SMITH: You know that mountain next to the road? Well, we could go in and do some blasting, get the rock, crush it. I can get the equipment to do this.

KONDA: Blasting, you say?

MAJOR SMITH: Yes, with explosives, dynamite—cut into the side of the mountain. This is the easiest way to finish the road.

KONDA: Oh, Major Smith, they will wait for the rock from the old place, yes. You say you want to cut into the side of the mountain?

MAJOR SMITH: Yes, this is the easiest way to finish the project.

## SEQUENCE 18

### Excerpt 1

MAJOR SMITH: Yes, sir, very good. Colonel Konda, has the general reached a decision as to which of the possible new courses he will add for next year?

LTCOL KONDA: Yes, we will have that course you and I talked about last time.

MAJOR SMITH: I see. May I ask what determined the general's selection of that particular course?

LTCOL KONDA: As you know, we have a new instructor—Major Bakka. He is a good man, and he knows this subject. So this will be the new course.

MAJOR SMITH: But, sir, I believe you indicated that there were good instructors for the other courses that were being considered.

LTCOL KONDA: Oh, yes, yes, certainly. But, as you know, we can have only one new course.

### Excerpt 2

SMITH: Yes. And after a man finishes the general training, we will decide which of the special courses he should take.

KONDA: I see. And how would you know that?

SMITH: Well, we will have his record of performance, of course, from the general training.

KONDA: Yes.

SMITH: And we'll have his aptitude test scores. And we'll ask him his own preferences. From all this we can then make an estimate of how well he will do in different types of jobs.

KONDA: I see. But how will you decide which is the right work for this man?

### Excerpt 3

SMITH: We'll have to decide whether Mr. Miller should speak in the assembly hall or in the university theater.

KONDA: Yes, yes.

SMITH: Now, obviously, we could get a larger audience in the assembly hall, and that would certainly be an advantage. But, on the other hand, the little theater is more intimate, of course. Perhaps you would prefer that.

KONDA: As a famous playwright, Mr. Miller will, of course, speak in the theater.

### Excerpt 4

MAJOR SMITH: Of course, the battalion won't be able to do all the projects that may be needed. So it's going to be a matter of making a choice. And I wondered what your feelings were on this.

KONDA: Yes.

MAJOR SMITH: For instance, well . . . we could start on the road provided that we get the materials in time and everything. But this would require some labor, and we really don't have the money to hire too many people. And we could start with the wells. That would promote good will.

KONDA: Yes.

MAJOR SMITH: And, of course, there are always the schoolhouses. That would be very popular. So, you see, it's just a matter of deciding on which projects we want to start with.

KONDA: And where are these projects going to be?

MAJOR SMITH: Well, that would depend on which projects we decide on.

KONDA: Major Smith, when there are several projects in a program, the ministry will tell us where to start.

## SEQUENCE 18
*(Continued)*

### Excerpt 5

KONDA: You like this project, Mr. Smith?

SMITH: Yes, I do. I think this would be a very good project. It would certainly improve the water supply for the village.

KONDA: And how will this work be done?

SMITH: Well, of course, there are different ways of doing this. I am really not ready right now to say which might be the best. I'll have to get more information to determine the advantages of each approach. And then we can decide which way would be the best.

KONDA: Oh, Mr. Smith, do we need all this information, as you say? Let us do now what is the proper way to do this.

SMITH: Well, that would be a little difficult to do, Mr. Konda.

### Excerpt 6

KONDA: Ah, and what is your idea?

MISS SMITH: Well, I've been thinking about having an English class for adults.

KONDA: Ah, yes, some people will be happy to learn English.

MISS SMITH: I think so. But I was also thinking that I might have a class in first aid.

KONDA: First aid? Yes, that is good also.

MISS SMITH: So it's hard for me to decide which one would be better for the village. What do you think?

KONDA: You are a teacher, Miss Smith, in America?

MISS SMITH: I'm planning to teach when I return.

KONDA: And what will you teach?

MISS SMITH: English.

KONDA: Ah, good. Then English is what you should teach, not first aid.

### Excerpt 7

KONDA: A good plan, Major Smith?

MAJOR SMITH: We've done some planning.

KONDA: Yes. And which will be the first project?

MAJOR SMITH: Well, we haven't decided yet. We'll decide that after we've got the necessary information.

KONDA: Which information?

MAJOR SMITH: Well, we need information on the equipment and supplies for each of the proposed projects, and the availability of support that we can get from the various villages—information like this.

KONDA: You need all this information, Major Smith?

## SEQUENCE 19

### Excerpt 1

LTCOL KONDA: Ah, good. And how do you like it over here, Major Smith?

MAJOR SMITH: Oh, I like it very much, Colonel Konda. I believe this is going to be a very interesting assignment.

LTCOL KONDA: Ah!

MAJOR SMITH: However, I'm just not used to having so much free time available.

### Excerpt 2

KONDA: Sometimes, things like this will happen, yes, yes.

SMITH: I don't think we can just watch a situation like this just go on and not do anything.

KONDA: But what can you do?

SMITH: Well, I don't know, but we've got to do something.

### Excerpt 3

KONDA: Yes, we can do that.

SMITH: Well, I think we've got a pretty good schedule here.

KONDA: Yes, it will be a good visit, Mr. Smith.

SMITH: Well, it looks as if we have about two hours of open time yet. Do you have any suggestions for any other activity that we might plan?

KONDA: Ah, yes. We will ask Mr. Miller to come and sit in the garden, and we can talk, yes. He will like that.

*(There is no excerpt 4 in this sequence)*

### Excerpt 5

SMITH: So you see, I've been trying to get that started.

KONDA: Yes, yes, you have a good plan.

SMITH: Yes, yes I do, I think. I've discussed it with several people at the Peace Corps Director's office in the capital, and . . . well, we've had several discussions on it. But that's as far as it got.

KONDA: Ah, you had several meetings, yes, and discussions. That is good.

SMITH: Well, maybe something will come of it.

### Excerpt 6

MISS SMITH: The other volunteer and I have thought of some projects which we think might benefit the village.

KONDA: And you say you have spoken with the village elders?

MISS SMITH: Oh, yes. And they liked our ideas, and we talked with them quite a bit. But that's all we've done.

### Excerpt 7

KONDA: You have been traveling, Major Smith?

MAJOR SMITH: Yes, I've spent some time in your capital. It's a very beautiful city.

KONDA: Yes.

MAJOR SMITH: And I've also seen most of the province.

KONDA: Yes, you have been here for some time, Major Smith. You like it here?

MAJOR SMITH: Oh, very much. I like your country very much. I guess the hardest part about an assignment like this is not having enough to do.

## SEQUENCE 20

### Excerpt 1

LTCOL KONDA: Ah, about the films, yes. I wanted to ask you for your advice, Major Smith. Perhaps you can help us.

MAJOR SMITH: Oh, I hope I can. I'll try my best.

LTCOL KONDA: Last time we met, you said that you had good training films at West Point.

MAJOR SMITH: Well, not just at West Point, sir, but throughout the Army. Some of our training films are pretty good.

LTCOL KONDA: Perhaps you can recommend a good film that shows a good young commander—perhaps a company commander—how he leads his men.

MAJOR SMITH: Oh, I'm sure we could come up with some good films on leadership.

LTCOL KONDA: Yes.

MAJOR SMITH: What I could do would be . . . perhaps to prepare a list of, say, three or four films, with a brief summary of each. That way you'd have some options.

LTCOL KONDA: Yes, yes. But you will recommend a good film, Major Smith.

### Excerpt 2

SMITH: Very good. And we will interview these students one at a time.

KONDA: I see.

SMITH: And can you deliver the students—have the students come to us on the day of the test?

KONDA: Ah, we will bring them to you each day on a bus in the morning, yes?

### Excerpt 2
*(Continued)*

SMITH: That might be all right, yes. Is there any other way this might be done?

KONDA: Another way? You do not like this way?

SMITH: Well, no, that way might be fine. I was just wondering if there were any other possibilities.

### Excerpt 3

KONDA: That will be good, yes.

SMITH: Of course, we'll continue to help those students who are interested in scholarships to the United States.

KONDA: Yes, yes. We are very grateful for that, Mr. Smith.

SMITH: Oh, well, well. By the way, how does the university select those students that they're going to recommend for the scholarship?

KONDA: Oh, each department has its own way, yes.

SMITH: Oh, I see, I see. I was wondering which department do you think, Mr. Konda, has the best procedure?

KONDA: Best? Oh, who knows, Mr. Smith.

*(There is no excerpt 4 in this sequence)*

## SEQUENCE 20
*(Continued)*

### Excerpt 5

SMITH: Yes, yes, we would like to get started with a project we have in mind to improve the water storage in the village.

KONDA: Yes, yes, this is a good project—water storage, yes.

SMITH: Yes. And I've had the opportunity to look at the water storage in some of the other districts to see how it might be done.

KONDA: I see. You have been visiting the other districts.

SMITH: Yes. Well, to look at the water storage.

KONDA: Yes, yes. Each village has its own way to keep water, yes.

SMITH: The trouble is, I have no way of knowing which might be the best because I'm just not able to tell by myself. Perhaps you can help me, Mr. Konda.

KONDA: Yes, yes, the village should have good water, Mr. Smith.

### Excerpt 6

MISS SMITH: Yes, for the new school.

KONDA: Ah, you have a plan for the new schoolhouse. That is good.

MISS SMITH: Well, actually, I have several plans. I wrote to some Volunteers who are working in other places, and I asked them if they had a plan for a schoolhouse. So I received three plans. So I'd like to show them to you and see which one you think would be best.

KONDA: Oh, Miss Smith, other people have good plans, yes. But we will have our plan, yes. It will be a good plan also.

### Excerpt 7

KONDA: Next time you visit it will be ready.

MAJOR SMITH: Well, I'd like to make an appointment with you now, Mr. Konda, for some time next week.

KONDA: Next week? Yes. We will be happy if you will be with us again next week.

MAJOR SMITH: Which day would you prefer?

KONDA: Oh, you come any day, Major Smith.

MAJOR SMITH: Would Wednesday be all right?

KONDA: Yes, Wednesday will be good, or Thursday, or day after.

MAJOR SMITH: Well, which day would be the best for you?

## SEQUENCE 21

### Excerpt 1

MAJOR SMITH: Yes, sir. And, as you may know, at West Point we have what is called the Honor Code.

LTCOL KONDA: "Honor Code"?

MAJOR SMITH: Yes, sir. It simply means that each cadet is on his honor not to lie, or cheat, or steal.

LTCOL KONDA: I see. What kind of cheating?

MAJOR SMITH: Well, on examinations, for example. Do you have that problem here?

LTCOL KONDA: Cheating on examinations?

MAJOR SMITH: Yes, sir.

LTCOL KONDA: Oh, there are rules, of course. Yes.

MAJOR SMITH: Well, if I may ask, what happens to a cadet who breaks the rules?

LTCOL KONDA: Which rule?

MAJOR SMITH: Say, on an examination, one cadet is copying answers from another. Does the other cadet have to report him?

LTCOL KONDA: Oh, as you know, a cadet may expect the other to help him a little, yes.

### Excerpt 2

SMITH: Yes. And we will also have a few supervisory positions that we want to fill with local personnel.

KONDA: You mean men who will be in charge of workers?

SMITH: Yes.

KONDA: Yes, and you need good men for that.

### Excerpt 2
*(Continued)*

SMITH: Yes, we do. And we will have a class for a small group of supervisors at the training center. Of course, these men will have to be at least high school graduates.

KONDA: Educated.

SMITH: Yes . . . and have some supervisory experience. There'll be announcements in the newspapers and on the local radio.

KONDA: We will help you find good men, Mr. Smith. I will talk with my people in this department. They will know men in their family or among their good friends' families who will do this kind of work. Yes.

SMITH: Oh, very good. I'll let you know when we have the announcements ready. Then I'll know when the dates of the interviews and the tests are. These men then can come at the same time.

*(There are no excerpts 3-5 in this sequence)*

### Excerpt 6

KONDA: Yes, we know about you, Miss Smith. Your good friend came to this office and told us about you, yes--good things.

MISS SMITH: My good friend? Who was that?

KONDA: You live in his house.

MISS SMITH: Oh, the man whose house I'm renting. Oh, yes. Yes, we're very good friends. I've lived there for almost a year now, with the other volunteer.

KONDA: You are the teacher of his son.

MISS SMITH: His son is one of my pupils, yes, that's right.

## SEQUENCE 21
*(Continued)*

### Excerpt 6
*(Continued)*

KONDA: A good student, no doubt?

MISS SMITH: Well, he's a pretty good student, yes.

KONDA: Yes. He will go to the upper school in the big village next year, yes?

MISS SMITH: Well, I hope so. But, as you know, only a limited number of pupils are accepted there. So . . . but if he has good grades at the end of the year, he'll certainly get to go.●

KONDA: Yes, yes. You will give him good grades, of course, Miss Smith.

*(There is no excerpt 7 in this sequence)*

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20. ABSTRACT *(Continue on reverse side if necessary and identify by block number)*

When persons of differing cultural backgrounds attempt to communicate with each other, each makes unwarranted, culturally conditioned assumptions about the other. This makes communication difficult. An exercise was designed to reduce this effect through increased cultural self-awareness. Participants analyze video recordings of staged "excerpts" from intercultural dialogues, containing subtle manifestations of cultural influences present in American society. The participants learn how to recognize such manifestations. (Cont.)

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20. (Cont.)

To facilitate this difficult process, the excerpts are grouped into sequences, with each sequence showing several manifestations of the same cultural influence while noncultural influences are being varied from excerpt to excerpt. In each sequence, the cultural influence is a common element gradually brought into focus. The script for the 138 excerpts, grouped into 21 sequences, is contained in an appendix.

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